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ABSTRACT

This guide is intended to assist teachers responsible for instructing future child care workers. The competency-based course outline provided covers the following topics: planning activities or programs for young children, performing child guidance activities, performing food service activities, performing housekeeping activities, and performing clerical activities. The course outline is organized in the form of duty sheets. Each duty sheet contains some or all of the following: a performance objective, a task, the source of the standard, conditions for performance of the task, enabling objectives, resources, suggested teaching activities, a criterion-referenced measure, and a performance checklist. The activities provided are designed to train students in the performance of job-relevant tasks. All three domains of learning--psychomotor, cognitive, and affective--are addressed. Activities are provided for use with a number of instructional methods, including group discussion, independent study, and team learning. Appendixes include sample case situations; a bibliography; a cross-referenced table of duties, tasks, and performance objectives; definitions of key pertinent terms; and sources and references. (MN)

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V-TECS GUIDE
FOR
CHILD CARE WORKER

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INTRODUCTION

This guide addresses all three domains of learning: psychomotor, cognitive, and affective. The following paragraphs give a brief explanation of each area.

Psychomotor

Manipulative skills, such as learning to use buttons and zippers are representative of activities that are psychomotor in nature. These tasks are identified in a catalog and grouped by duties and objectives. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task.

Cognitive

To perform psychomotor tasks, students must think. For example, to plan child-care activities the student must select appropriate materials and equipment suitable for certain ages. The mental and physical capabilities of the children often dictate how long and intense these activities will be.

Students gain cognition through real and vicarious experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test their knowledge, students may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level.

Cognition, then, is that process by which information is stored and used. That mental thought that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Good thinking can help an employee do a job better and quicker. This guide provides for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors should try to assist students in acquiring a positive attitude toward self, job, school and fellow students. This guide seeks to provide assistance to the instructor in this area. It is difficult for the instructor to identify each aspect of desirable behavior for every unit and often harder yet to teach them. In this area, a student might be judged on the housekeeping in the work area, punctuality, and ability to carry out directions. Potential employers are interested in student attitude because an angry or uncertain person is often a poor worker.

By using this guide, the student will have participated in activities dealing with getting along with others, with supervisors or staff members, and large/small groups.

USE OF THIS GUIDE

This guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in child care. The guide is also designed to be used with any teaching methods you as an instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussion or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills, in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when many students feel inadequate due to their lack of background information. Some students may also feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing positive attitudes while improving their skills and group subject knowledge, by allowing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number desired.

In this guide, you will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students, but only to offer a variety of learning activities for each task statement.

PLANNING ACTIVITIES OR PROGRAMS

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 1

TASK: Plan art activities.

STANDARD OF PERFORMANCE OF TASK:

One art activity must be planned for each of five case situations; the planning must include art materials and equipment.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Art supplies and materials and equipment
Clean-up materials
Instructions for children
Five case situations (Appendix A).

ENABLING OBJECTIVES:

1. Identify art activities suitable for each age, 2-5 years old.
2. Identify art materials and equipment needed for art activities.

RESOURCES:

1. Mayesky, et al. **Creative Activities for Young Children**, pp. 1-13.

TEACHING ACTIVITIES:

1. Explain the benefits children receive from being involved in a variety of art activities.
2. Display and explain the use of various art materials and supplies.
3. Describe different types of art activities. Students should participate in doing these.
4. Discuss the appropriate locations for various art activities.
5. Using a chart listing the characteristics of the various age groups, assign students to plan three art activities for each age group. Discuss the appropriateness of each choice.
6. Discuss ways to encourage children to participate in art activities and ways to assure acceptable behavior.

PERFORMANCE OBJECTIVE 1

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and access to reference materials, art supplies, and equipment, the student will plan one art activity for one situation.

Method of Evaluation:

Plans will be evaluated by instructor using the following checklist for each art activity. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 1

CHECKLIST: PLANNED ART ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
	Students activity:		
1.	Was suitable for age level.		
2.	Included supplies and materials needed.		
3.	Encouraged participation.		
4.	Provided activity for children with special needs.		
5.	Included location for activity.		
6.	Included safety precautions.		
7.	Included procedure for evaluating activity.		

Student's Name ______________________________

Evaluator's Signature ________________________ **Date** ______________________________

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 2

TASK: Plan dramatic play activities.

STANDARD OF PERFORMANCE OF TASK:

Dramatic play plans must be completed for each of five case situations involving dramatic play activities.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Five situations for children (Appendix A)
Dramatic play props, materials and supplies
Basic guidelines for dramatic play.

ENABLING OBJECTIVES:

1. Identify dramatic play objectives.
2. Identify dramatic play activities for different age groups.
3. Enthusiasm for dramatic play.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 136-37; 427-29.

TEACHING ACTIVITIES:

1. Discuss how the various age groups react to sounds, smells and movements.
2. Assign students to observe children in play situations and to record how positive and negative feelings of the children are expressed.

PERFORMANCE OBJECTIVE 2

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and access to references, materials, and supplies suitable for dramatic play, the student will plan one dramatic play activity for each situation. The plan may be written or oral and must include all the items on the "Student Worksheet For Planning Creative Activities." The instructor may use Instruction Sheet I as a learning supplement for students.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class. All items should be rated acceptable.

PERFORMANCE GUIDE:

1. Identify kinds of dramatic play activities.
2. Determine materials and supplies suitable for dramatic play activities.
3. Identify dramatic play activities suitable for a variety of stages of development.
4. Identify ways of encouraging children to participate.
5. Identify ways of using dramatic play activities with children with special needs.
6. Identify how dramatic play may foster social development.
7. Identify ways of practicing positive guidance techniques to assure acceptable behavior during dramatic play.
8. Determine appropriate location for a variety of dramatic play activities.
9. Anticipate possible hazard of dramatic play activities.
10. Identify ways to evaluate dramatic play activities.

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 2)

1. Type of activity:

2. Materials needed:

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How the children will be encouraged to participate:

6. Ideas for adapting the activity for children with a variety of special needs:

7. How children will benefit from the activity.

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 2)

8. Ideas for guiding children toward acceptable behavior during the activity:

9. The location chosen for the activity:

10. Safety precautions that will be taken:

11. How the activity will be evaluated:

PERFORMANCE OBJECTIVE 2

INSTRUCTION SHEET I

DRAMATIC PLAY ACTIVITIES FOR VARIOUS AGES

Children of a given age differ widely in the development of their play interests. There may, however, be overlapping between age groups.

The Two-Year-Old

Two-year-old children play alone or side by side in solitary or parallel play. They seldom interact with others although they like to play near other children. They may push others down that get in their way or take things away from them. Supervision is needed for the two-year-old at play at all times.

Through play they stretch their imagination and bring fantasies in touch with the real world. The two-year-old likes sand, mud, sticks, pans and dolls for dramatic play. Simple activities entertain them. They like to repeat activities over and over.

The Three-Year-Old

Three-year-olds are just beginning social experience in play. They are more interested in people and things about them than they were at two. They are beginning to have the ability to share. They now play well with one or two children, but also still like to play alone.

They make simple block structures and combine boats, cars, or trains with block play. They build up a tower of blocks just to push them over. This gives them a sense of power or may be a release of tension. They will push a car along the floor or cuddle a doll. Other dramatic play materials which will add interest to play are telephones, cash registers, iron and ironing boards, dishes, dress-up clothes and empty cardboard cartons. The three-year-old likes the simple repetition of words and nonsense rhymes. The average vocabulary is about 750 words.

The Four-Year-Old

Four-year-olds now long to play with other children. They play well in groups of three or four. They can work well toward a goal such as building a garage for cars to go in and out. Suggestions from adults help them work out plans in detail. They love exaggeration and the imaginary. They enjoy knowing what the rules are. This gives them a feeling of surety. Many fears persist and they like to dramatize these feelings.

They will often shift from the original play suggested by the adult to a new one of their own making. They enjoy playing store, dress-up, and house. They like the doll corner. They can be creative with paper cartons and blocks.

PERFORMANCE OBJECTIVE 2

The Five-Year-Old

Because the five-year-olds are sociable, they are able to play very well in a group. They can join together with other five-year-olds in spontaneous role play for longer periods without losing interest. They do not need as much equipment as the younger child does. They can be very creative and imaginative with only a few dramatic play props and an idea to get them started. When a variety of play materials are provided they need to be allowed to experience freely with them to develop their own capabilities and interests. Although they are stable and well adjusted, they are capable of anxiety and unreasonable fears. They love praise for their accomplishments. They can be very elaborated in their dramatic play, but they need new information on which to base their play to widen their horizons. Information may be provided by stories, field trips, resource persons and other enriching experiences in the child-care center.

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 3

TASK: Plan free-choice play activities.

STANDARD OF PERFORMANCE OF TASK:

A free-choice play activity must be planned for each of five case situations involving free-choice play activities.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Supplies and materials for free-choice play
Basic guidelines for children
Five case situations (Appendix A).

ENABLING OBJECTIVES:

1. Identify objectives of free-choice play activities.
2. Identify heads of various age groups (2-5 yrs. old) in free-choice play.

RESOURCES:

1. Draper and Draper. **Caring for Children,** pp. 136-138.

TEACHING ACTIVITIES:

1. Invite a group of mothers to the class to discuss how their children make choices among toys and games. Assign students to determine the degree of influence the home has on the child's choices.
2. Discuss and describe materials, toys and supplies that should be used in the free-choice play.

PERFORMANCE OBJECTIVE 3

CRITERION-REFERENCED MEASURE:

Given five case situations and access to references, materials and supplies suitable for free-choice play, plan one free-choice play activity for each situation. The plan may be written or oral and must include all the applicable items on the "Student Worksheet For Planning Creative Activities."

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class. All items should be rated acceptable.

PERFORMANCE GUIDE:

1. Identify kinds of free-choice play activities.
2. Determine materials and supplies suitable for free-choice play activities.
3. Identify free-choice play activities suitable for a variety of age groups.
4. Identify ways of encouraging children to participate.
5. Identify ways of using free-choice play activities with children with special needs.
6. Identify free-choice play activities suitable for each of the four seasons.
7. Determine the ways free-choice play may help a child develop physically, socially, mentally, intellectually and emotionally.
8. Identify ways of practicing positive guidance techniques to assure acceptable behavior during free-choice play activities.
9. Determine appropriate locations for a variety of free play activities.
10. Anticipate possible hazards of free-child play.
11. Identify ways to evaluate free-choice play activities.

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 3)

1. Type of activity:

2. Materials needed:

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How the children will be encouraged to participate:

6. Ideas for adapting the activity for children with a variety of special needs:

7. How children will benefit from the activity:

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 3)

8. Ideas for guiding children toward acceptable behavior during the activity:

9. The location chosen for the activity:

10. Safety precautions that will be taken:

11. How the activity will be evaluated:

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 4

TASK: Plan manipulative play such as puzzles and woodblocks.

STANDARD OF PERFORMANCE OF TASK:

Manipulative play activities must be planned for each of five situations to include needed materials and supplies.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Five case situations (Appendix A)
Manipulative play materials
Guidelines for children.

ENABLING OBJECTIVES:

1. Knowledge of various puzzles and wood blocks.
2. Identify manipulative skills needed by various age groups.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** pp. 59-60.

TEACHING ACTIVITIES:

1. Assign students to use and art magazines to create puzzles for children.
2. Assign students to create different types of sensory boxes - boxes that have sides of different materials for feeling.
3. Describe and discuss the differences of boys and girls in manipulative play.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and access to materials and supplies suitable for manipulative play, the student will plan one manipulative play activity for each situation. The plan may be written or oral and must include all the items on the Student Worksheet For Planning Creative Activities."

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using standards set by the instructor.

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P. O. 4)

1. Type of activity:

2. Materials needed:

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How the children will be encouraged to participate:

6. Ideas for adapting the activity for children with a variety of special needs:

7. How children will benefit from the activity:

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 4)

8. Ideas for guiding children toward acceptable behavior during the activity:

9. The location chosen for the activity:

10. Safety precautions that will be taken:

11. How the activity will be evaluated:

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 5

TASK: Plan monthly activities.

STANDARD OF PERFORMANCE OF TASK:

A program of activities for a month must be planned for a day-care center to include a daily schedule.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Planning forms/schedules
Calendar
Case situation (Appendix A).

ENABLING OBJECTIVES:

1. Identify seasonal and monthly program themes.
2. Ability to determine activities appropriate for an occasion.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 395-48.

TEACHING ACTIVITIES:

1. Assign students to develop and write a list of seasonal themes for an entire year.
2. Assign students to create methods for children that explain the ways we measure time.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation describing a day-care center and a daily schedule for the center, plan the activities which would be needed to complete a program for a specific month of the year for the center described in the case situation. The plan must be judged complete and compatible to the case situation by the instructor.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 5 (continued)

PERFORMANCE GUIDE:

1. Identify types of program themes.
2. Identify special activities that could be included in a monthly plan.
3. Determine types of decorations appropriate to seasons.
4. Determine ways to inventory basic supplies.
5. Determine ways to request needed supplies.
6. Determine ways to evaluate a monthly program.

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 6

TASK: Plan weekly activities.

STANDARD OF PERFORMANCE OF TASK:

A specific plan for five days activities must be organized around a case situation of a group of children in a day-care center.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Daily schedules
Resource persons if needed
Supplies for activities as needed
A group of children
Case situation (Appendix A).

ENABLING OBJECTIVES:

1. Organize events into categories
2. Communicate in oral and written forms.
3. Identify sequences of events for different age groups.

RESOURCES:

Draper and Draper. **Caring for Children,** pp. 395-398.

TEACHING ACTIVITIES:

1. Working in groups, students should plan a series of bulletin boards that illustrate solutions to center problems: dawdling, negativism toward food, and standing while eating.
2. Invite a panel of child care teachers to the class to describe the planning problems they encounter.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation concerning a group of children in a day care center and a specific plan for five days' activities, the student plan all the procedures which would need to be implemented to coordinate program plans for one week in the case situation described.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 6 (continued)

PERFORMANCE GUIDE:

1. Review sample daily schedules.
2. Determine the need to confirm field trips, resource persons, and other special activities.
3. Determine the supplies needed for special activities.
4. Determine the need for decorations for special activities.
5. Determine the need for a balance of creative activities.
6. Determine ways to evaluate a weekly program.

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 7

TASK: Plan daily activities.

STANDARD OF PERFORMANCE OF TASK:

A daily schedule must be prepared for a given case situation of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Schedule forms for planning and a given group of children (See Appendix A for case situations).

ENABLING OBJECTIVES:

1. Communicate in oral and written forms.
2. Organize printed materials.
3. Identify daily activities for children.

RESOURCES:

Draper and Draper. **Caring for Children,** pp. 395-98.

TEACHING ACTIVITIES:

1. Discuss with the class the importance of planning and writing the daily schedule of a child care worker.
2. Describe the procedures needed to notify parents when the daily schedule is changed.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation concerning a group of children in a day care center, the students will plan a daily schedule for the group described in the situation.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 7 (continued)

PERFORMANCE GUIDE:

1. Determine activities and routine tasks to be completed in a one-day period.
2. Determine amount of time to allot to each activity and/or task.
3. Determine how special projects and events may be fitted into a daily schedule.
4. Determine pre-preparation needed.
5. Determine the need for planning carry-over activities.
6. Determine the need for planning alternate activities.
7. Determine ways to evaluate a daily schedule.

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 8

TASK: Plan music activities.

STANDARD OF PERFORMANCE OF TASK:

A different music activity must be planned for each of five case situations; planning should include references, music materials and media.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Music materials
Five case situations (Appendix A)
Planning forms.

ENABLING OBJECTIVES:

1. Identify music activities for appropriate age levels.
2. Enthusiasm for music.

RESOURCES:

1. Mayesky, et al. **Creative Activities for Young Children,** pp. 141-42, 376-83.
2. Conger, et al. **Child Care Aids Skills,** pp. 243-55.

TEACHING ACTIVITIES:

1. Discuss and demonstrate different types of music activities.
2. Display and explain the use of various materials and supplies suitable for music activities.
3. Discuss the appropriate location for various music activities.
4. Using a chart listing the characteristics of the various age groups, choose three music activities for each age group. Discuss the appropriateness of each choice.
5. Discuss ways to encourage children to participate in music and ways to encourage acceptable behavior. Role play situations of child care worker and children involved in music activities. Given constructive criticism to each other.
6. Discuss how music activities may aid in the development of speech and hearing. Choose four activities which do this and compare choices.
7. Discuss how music activities may be used to develop physical coordination. Choose four activities which do this and compare choices.
8. Discuss how music activities may aid social development. Choose four activities which do this and compare choices.

Teaching Activities Continued:

9. Discuss how music activities may foster intellectual and emotional development. Choose four activities which do this and compare choices.
10. Identify possible hazards of music activities.
11. Given case studies of children with special needs, identify how music activities could be used with these children.
12. Develop a checklist for evaluating music activities. Combine all checklist into one to be used by students to evaluate their music activities with the children.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and access to reference, music materials, and music media, the student will plan one music activity for each situation.

Method of Evaluation:

Plans will be evaluated by instructor using attached checklist. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 8

CHECKLIST: MUSIC ACTIVITIES PLAN

	ACTIVITY	RATING	
		Acceptable	Unacceptable
	Student's Music Activity:		
1.	Identified music levels of children.	______	______
2.	Select appropriate supplies and materials.	______	______
3.	Encourage participation.	______	______
4.	Ideas to adapt activity to children with special needs.	______	______
5.	Benefits for children.	______	______
6.	Location.	______	______
7.	Guidance of acceptable behavior.	______	______
8.	Safety precautions.	______	______
9.	Procedure of evaluating activity.	______	______

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ______________

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 9

TASK: Plan nature science activities.

STANDARD OF PERFORMANCE OF TASK:

One nature science activity must be planned for each of five situations.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Five case situations (Appendix A)
Nature science materials
Planning forms.

ENABLING OBJECTIVES:

1. Ability to read at appropriate level.

RESOURCES:

1. Mayesky, et al. **Creative Activities for Young Children**, pp. 148-74, pp. 329-37.
2. Conger, et al. **Child Care Aide Skills**, pp. 256-67.

TEACHING ACTIVITIES:

1. Discuss and demonstrate different types of nature science activities.
2. Display and explain the use of various materials and supplies suitable for nature science activities.
3. Discuss the appropriate location for various nature science activities.
4. Using a chart listing the characteristics for the various age groups, choose three mature science activities for each age group. Discuss the appropriateness of each choice.
5. Discuss ways to encourage children to participate in nature science activities and ways to encourage acceptable behavior. Role play situations of child care worker and children involved in nature science activities. Give constructive criticism to each other.
6. Discuss nature science activities which are suitable for all four seasons. Choose four activities for each season and compare choices.
7. Discuss ways nature science activities may help develop a sense of responsibility in a child.
8. Discuss concepts which could be developed from nature science activities. Given eight activities, identify the concepts that children could develop from each.
9. Identify possible hazards of nature science activities.

PERFORMANCE OBJECTIVE 9

Teaching Activities Continued:

10. Given case studies of children with special needs, identify how nature science activities could be used with these children.
11. Develop a checklist for evaluating nature science activities. Combine all checklist into one to be used by students to evaluate their nature science activities with the children.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and materials suitable for nature science activities, the student will plan one nature science activity for each situation.

Method of Evaluation:

Plan will be evaluated by instructor using the given checklist. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 9

CHECKLIST: NATURE SCIENCE ACTIVITIES PLAN

	ACTIVITY	RATING	
		Acceptable	Acceptable
1.	Activity suitable for age level of children.	________	________
2.	Supplies and materials are appropriate.	________	________
3.	Ways to encourage participation.	________	________
4.	Ideas to adapt activity to children with special needs.	________	________
5.	Benefits for children.	________	________
6.	Location.	________	________
7.	Guidance of acceptable behavior.	________	________
8.	Safety precautions.	________	________
9.	Procedure of evaluating activity.	________	________

Student's Name ______________________________

Evaluator' Signature ______________________________ **Date** ______________________

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 10

TASK: Plan outdoor play activities.

STANDARD OF PERFORMANCE OF TASK:

Outdoor play activities must be completed for two case situations to include references and materials for four seasons.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Guildelines for children
Outdoor play equipment
Two case situations (Appendix A).

ENABLING OBJECTIVES:

1. Identify outdoor play activities for different age groups and for seasons.
2. Identify safety practices needed in conducting outdoor play.

RESOURCES:

1. Conger, et al. **Child Care Aide Skills**, pp. 155-67.

TEACHING ACTIVITIES:

1. Discuss and demonstrate different types of outdoor play activities.
2. Display and explain the use of various materials, supplies, and equipment suitable for outdoor play activities.
3. Discuss the appropriate location for various outdoor play activities.
4. Using a chart listing the characteristics of the various age groups, choose three outdoor play activities for each group. Discuss the appropriateness of each choice.
5. Discuss ways to encourage children to participate in outdoor play activities and ways to encourage acceptable behavior. Role play situations of child care and children involved in outdoor play activities. Give constructive criticism to each other.
6. Discuss outdoor play activities which are suitable for each of the four seasons. Choose four activities for each season and compare choices.
7. Discuss how outdoor play activities may help a child develop physically, socially, and emotionally. Given eight outdoor play activities, tell how each helps a child to develop.
8. Discuss how outdoor play activities will aid large and small muscle development. Given ten outdoor play activities, tell which muscles each activity helps develop.
9. Discuss how outdoor play activities may aid in concept development. Given eight activities, identify the concepts that children could develop from each.
10. Discuss the adult-pupil ratio needed for outdoor activities.

PERFORMANCE OBJECTIVE 10

Teaching Activities Continued:

11. Identify possible hazards of outdoor play activities.
12. Give case studies of children with special needs, identify how outdoor play activities could be used with these children.
13. Develop a checklist for evaluating outdoor play activities. Combine all checklists into one to be used by all students to evaluate their outdoor play activities with the children.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given two case situations and access to reference materials, the student will plan one outdoor play activity for each of the four seasons for each of the case situations.

Method of Evaluation:

Plans will be evaluated by instructor using the given checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 10

CHECKLIST: OUTDOOR PLAY ACTIVITIES PLAN

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Activity is suitable for age level of children.	________	________
2.	Supplies and materials are appropriate.	________	________
3.	Ways to encourage participation.	________	________
4.	Ideas to adapt activity to children with special needs.	________	________
5.	Benefits for children.	________	________
6.	Location.	________	________
7.	Guidance of acceptable behavior.	________	________
8.	Safety precautions.	________	________
9.	Procedure of evaluating activity.	________	________

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ______________________

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 11

TASK: Plan special activities such as field trips, resource persons, holiday celebrations and parties.

STANDARD OF PERFORMANCE OF TASK:

For a given situation, the following special activities must be planned: a field trip, a resource person, a holiday celebration and a party.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist

CONDITIONS FOR PERFORMANCE OF TASK:

Planning/activity schedule
Case situation (Appendix A).

ENABLING OBJECTIVES:

1. Identify sources for field trips, resource people and holiday celebrations.
2. Knowledge of planning sequences in coordinating special activities.

RESOURCES:

1. Mayesky, et al. **Creative Activities for Young Children**, pp. 211-328.

TEACHING ACTIVITIES:

1. Discuss how special activities are used as teaching techniques.
2. Discuss the procedure for planning a field trip. Make a general checklist that could be used with various field trips.
3. Discuss the procedures for planning for a resource person. Make a general checklist that could be used with various resource people.
4. Discuss the procedures for planning holiday celebrations and parties. Make a general checklist that could be used.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation and access to reference materials, the student will plan a field trip, a holiday celebration, and a party compatible to the class situation. The student will also plan an activity using a resource person.

Method of Evaluation:

Plans will be evaluated by instructor using the given checklists. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 11

CHECKLIST: PLAN SPECIAL ACTIVITIES

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Completed plans for field trip.		
a. Field trip destination was suitable for age group.	______	______
b. Secured cooperation of field trip contacts.	______	______
c. Informed parents of plans.	______	______
d. Obtained parental permission.	______	______
e. Determined student-adult ratio needed on field trip.	______	______
f. Requested parents to act as guides on the field trip.	______	______
g. Arranged transportation.	______	______
h. Prepared children for the field trip.	______	______
i. Identified safety precautions to be taken.	______	______
j. Determined suitable food needed for the field trip.	______	______
k. Determined how children may benefit from field trip.	______	______
2. Completed plans for inviting a resource person		
a. The resource person chosen was suitable to the age and interest of the group	______	______
b. Invited the resource person	______	______
c. Outlined program plans for the resource person	______	______
d. Identified ways to prepare children for a visit by a resource person	______	______
e. Identified follow-up activities	______	______

PERFORMANCE OBJECTIVE 11

		RATING	
	ACTIVITY	Acceptable	Unacceptable
3.	Completed plans for a holiday celebration.		
	a. Chose a theme for the holiday celebration.		
	b. Chose games which related to the holiday theme.		
	c. Chose records which related to the holiday theme.		
	d. Chose music which related to the holiday theme.		
	e. Chose food and refreshments which related to the holiday theme.		
	f. Chose decorations which related to the holiday theme.		
	g. Chose dramatic play activities that related to the holiday theme.		
	h. Explained customs and traditions related to the holiday theme.		
4.	Completed plans for a party.		
	a. Chose a theme for the party.		
	b. Chose games which related to the party.		
	c. Chose records which related to the party theme.		
	d. Chose music which related to the party theme.		
	e. Chose refreshments which related to the party theme.		
	f. Chose decorations related to the party theme.		
	g. Chose dramatic play activities related to the party theme.		
	h. Explained customs and traditions related to the party theme.		

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ________________

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 12

TASK: Plan food preparation activities.

STANDARD OF PERFORMANCE OF TASK:

Activities for five different food preparation situations must be planned to include children participation in each activity.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Five case situations (Appendix A)
Food recipes - simple
Kitchen utensils and food supplies.

ENABLING OBJECTIVES:

1. Ability to read on appropriate level.
2. Communicate in oral and written forms.
3. Organize printed materials.
4. Identify planning needed for food preparation activities.

RESOURCES:

1. Conger, et al. **Child Care Aide Skills,** pp. 94-102.
2. Mayesky, et al. **Creative Activities for Young Children,** pp. 175-85, pp. 359-75.

TEACHING ACTIVITIES:

1. Discuss and demonstrate different types of food preparation activities and time required for each.
2. Display and explain the use of various materials and supplies available for food preparation activities.
3. Discuss the appropriate locations for a variety of food preparation activities.
4. Using a chart listing the characteristics of the various age groups, choose three food preparation activities for each age group. Discuss the appropriateness of each choice.
5. Discuss ways to encourage children to participate in food preparation activities and ways to encourage acceptable behavior. Role play situations of child care worker and children involved in food preparation activities. Give constructive criticism to each other.
6. Discuss how food preparation activities may foster social development. Choose four activities which do this and compare choices.
7. Discuss concepts which could be developed from food preparation activities. Given eight activities, identify the concepts children could develop from each.

PERFORMANCE OBJECTIVE 12

Teaching Activities Continued:

8. Discuss the food preparation activities that would be suitable for the facilities and equipment found in most day care centers.
9. Identify safety and sanitation procedures which should be followed in food preparation activities. Make a general checklist to be used with all activities.
10. Develop a checklist for evaluating food preparation activities. Combine all checklist into one to be used by students to evaluate their food preparation activities with children.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and access to references, materials, equipment and supplies, the student will plan one activity in which the children will participate in the preparation of food for each situation described. The plan may be written or oral and include all the items on the "Student Worksheet For Planning Creative Activities."

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 12

CHECKLIST: FOOD PREPARATION ACTIVITIES PLAN

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Activity suitable for age level children.	______	______
2.	Supplies and materials are appropriate.	______	______
3.	Ways to encourage participation.	______	______
4.	Ideas to adapt activity to children with special needs.	______	______
5.	Benefits for children.	______	______
6.	Location.	______	______
7.	Guidance of acceptable behavior.	______	______
8.	Safety precautions.	______	______
9.	Procedure of evaluating activity.	______	______

Student's Name ______________________

Evaluator's Signature ______________________ Date ______________

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 13

TASK: Plan story time.

STANDARD OF PERFORMANCE OF TASK:

One story time session must be planned for each of five given case situations, using books and materials.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Five case situations (Appendix A)
Books and visual aids
Planning forms

ENABLING OBJECTIVE:

1. Communicate in oral and written forms.
2. Identify objectives of story time.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 431-34.

TEACHING ACTIVITIES:

1. Assign students to compile a list of common stories for children - to be sorted by age groups.
2. Have students compile a list of media that can be used to create story time visuals.
3. Discuss and describe how story times can help children to become creative.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given five case situations and access to referenced materials, story books, materials, supplies, and equipment, the student will plan one story time for each situation. The plan may be written or oral and must include all the items on the "Student Worksheet For Planning Creative Activities."

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 13 (continued)

PERFORMANCE GUIDE:

1. Identify a variety of story-time activities.
2. Determine materials, equipment, and supplies needed for story-time activities.
3. Determine suitable story-time activities for a variety of age groups.
4. Identify ways of encouraging children to participate.
5. Identify ways of using story time with children with special needs.
6. Identify how a child benefits from story-time activities.
7. Determine how children may be guided toward acceptable behavior during story-time.
8. Determine appropriate locations for a variety of story-time activities.
9. Identify a variety of suitable ways areas may be arranged for story-time.
10. Anticipate possible hazards of story-time activities.
11. Identify ways to evaluate story-time activities.

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 13)

1. Type of activity:

2. Materials needed:

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How the children will be encouraged to participate:

6. Ideas for adapting the activity for children with a variety of special needs:

7. How children will benefit from the activity:

STUDENT WORKSHEET FOR PLANNING CREATIVE ACTIVITIES (P.O. 13)

8. Ideas for guiding children toward acceptable behavior during the activity:

9. The location chosen for the activity:

10. Safety precautions that will be taken:

11. How the activity will be evaluated:

DUTY: PLANNING ACTIVITIES OR PROGRAMS

PERFORMANCE OBJECTIVE 14

TASK: Plan for child development equipment and supplies.

STANDARD OF PERFORMANCE OF TASK:

A suitable arrangement of equipment must be planned for a room in a day-care center; the plan should include a floor plan graph with furniture and equipment templates.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Case situations of a room/equipment/furniture that needs to be arranged
Instructions and guidelines (Appendix A).
Templates for child care equipment floor plan graph.

ENABLING OBJECTIVES:

1. Identify basic equipment and supplies needed for childcare activities.
2. Ability to plan spatial arrangements.

RESOURCES:

1. Mayesky et al. **Creative Activities for Young Children.**

TEACHING ACTIVITIES:

1. Assign students to visit child-care centers and observe room arrangements. They should bring drawings and report to class on their findings.
2. Describe and discuss the many sources of materials that can be used to improve rooms and facilities.
3. Have students research and report on various room equipment, to include bulletin boards, shelving, tables, and chairs.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation which includes room size, windows, exits, location of bathroom and eating facilities, age and number of children; a floor plan graph; a set of templates of child care equipment; and access to references; the student will plan a suitable arrangement for one room in a day-care center.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

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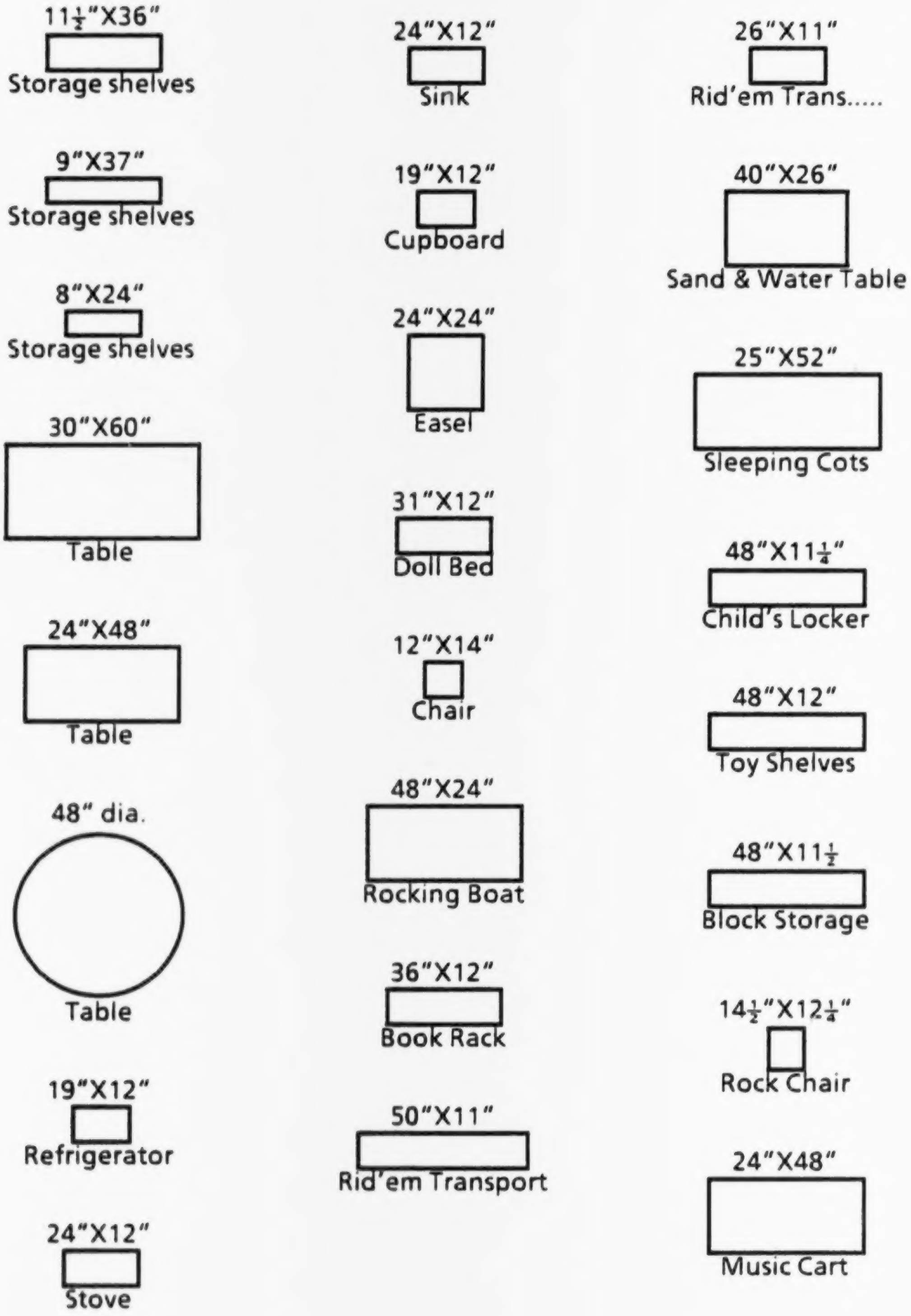
PERFORMANCE OBJECTIVE 14 (continued)

PERFORMANCE GUIDE:

1. Identify child development equipment and supplies suitable for a variety of age groups.
2. Determine how to judge durability and safety of child development equipment and supplies.
3. Decide ways child development equipment and supplies may be improvised.
4. Identify how the selection of equipment and supplies are dependent upon storage facilities.
5. Determine things to consider before choosing a room arrangement of equipment and supplies such as the following:
   a. Safety
   b. Size
   c. Play areas
   d. Age groups
   e. Quiet and noisy activities
   f. Traffic patterns
   g. Light sources
   h. Water sources
   i. Storage facilities
6. Plan room arrangement for child development materials and supplies.

TEMPLATES FOR CHILD CARE EQUIPMENT

P. O. 14 SUPPLEMENT 1
SCALE $\frac{1}{4}$" = 1'



P.O. 14 SUPPLEMENT 2

FLOOR PLAN GRAPH

Each Square Equqls 1 Square Foot - Scale 1/4" = 1'

PERFORMING CHILD GUIDANCE ACTIVITIES

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 15

TASK: Organize and guide art activities.

STANDARD OF PERFORMANCE OF TASK:

Art activities must be planned in advance of their execution.

SOURCE OF STANDARD:

Kentucky Writing Team, - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Three groups of children
Art supplies and materials
Instructions
Group situations in Appendix A

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Use art supplies and basic processes

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 420-424, 507-509.

TEACHING ACTIVITIES:

1. Define "Creativity" and discuss its use in child care.
2. Identify art activities suitable for 2, 3, 4 and 5 year-old developmental levels.
3. Discuss the various techniques that are appropriate for specific art activities.
4. Set up and practice selected activities demonstrated.
5. Make out file cards or notebook sheets of direction for art activities.
6. Assign students to keep a notebook of practice examples.
7. Describe proper care, storage and selection of art supplies, equipment and materials.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times and three suggested art activities, the student will organize and guide one art activity for each group.

PERFORMANCE OBJECTIVE 15 (continued)

Method of Evaluating Practical Application:

Evaluation observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 15

CHECKLIST: ART ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Chose an appropriate activity for the group.		
2.	Provided a variety of art materials.		
3.	Chose correct equipment for each activity.		
4.	Arranged equipment for convenience.		
5.	Prepared necessary materials.		
6.	Assembled all needed materials and supplies.		
7.	Arranged materials and supplies for convenience.		
8.	Provided coverings to protect the children's clothing.		
9.	Gave easy to follow oral directions.		
10.	Distributed supplies to all children.		
11.	Encouraged the participation of each child.		
12.	Provided individual attention where it was needed.		
13.	Provided for children with special needs.		
14.	Practiced positive guidance techniques.		
15.	Encouraged self-expression.		
16.	Encouraged children to deal with reality.		

PERFORMANCE OBJECTIVE 15 (continued)

	ACTIVITY	RATING	
		Acceptable	Unacceptable
17.	Guided clean-up activities.		
18.	Arranged display of children's work at child's eye level.		
19.	Completed self-evaluation.		

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ______________________

PERFORMANCE OBJECTIVE 16

TASK: Organize and guide dramatic play activities.

STANDARD OF PERFORMANCE OF TASK:

Three dramatic play activities must be organized and guided in accordance with day-care center standards.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Ideas for dramatic play activities
Groups of children
Props and dramatic play clothes

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify planning steps for dramatic play activities
3. Enthusiasm for dramatic play

RESOURCES:

1. Draper and Draper. **Caring for Children,** pp. 426-29.

TEACHING ACTIVITIES:

1. Provide activities compatible to various stages of child development.
2. Choose and arrange equipment and supplies.
3. Prepare materials such as finger puppets and flannel-board cutouts.
4. Provide for children with special needs.
5. Practice positive guidance techniques.
6. Guide children in putting away material and supplies.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times and three suggested dramatic play activities, the student will organize and guide one dramatic play activity for each group.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 16

CHECKLIST: DRAMATIC PLAY ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Activity was appropriate for the group.	______	______
2.	Chose appropriate equipment and supplies.	______	______
3.	Arranged equipment and supplies in an orderly manner.	______	______
4.	Prepared necessary materials.	______	______
5.	Encouraged participation.	______	______
6.	Provided individual attention.	______	______
7.	Provided for children with special needs.	______	______
8.	Encouraged self-expression.	______	______
9.	Encouraged children to be realistic when dramatizing real activities.	______	______
10.	Practiced positive guidance techniques.	______	______
11.	Guided clean-up activities.	______	______
12.	Objectively completed self-evaluation.	______	______

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ______________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 17

TASK: Organize and guide food preparation activities.

STANDARD OF PERFORMANCE:

Food preparation activities must be organized in advance for a group of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Food items and ingredients
Recipes
Cooking utensils, if needed

ENABLING OBJECTIVES:

1. Identify simple food items that children can prepare.
2. Identify safety items and procedures for food preparation by children.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, pp. 99-120
2. Mayesky et al. **Creative Activities for Young Children**, pp. 130-34.

TEACHING ACTIVITIES:

1. Assist the children in understanding how ingredients are transferred into the finished product.
2. Explain why the teacher should exchange nutritive value of ingredients.
3. Encourage development of concepts such as color, taste, texture, hot and cold.
4. Practice and point out safety procedures.
5. Guide children in cleaning up and putting away supplies and equipment.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children and a food budget, the student will organize and guide one food preparation activity for the group.

PERFORMANCE OBJECTIVE 17 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 17

CHECKLIST: FOOD PREPARATION ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Chose an activity appropriate for the group.		
2.	Chose appropriate materials, supplies and equipment.		
3.	Arranged materials, supplies, and equipment in an orderly manner.		
4.	Prepared any needed materials.		
5.	Provided for children with special needs.		
6.	Gave clear oral directions.		
7.	Distributed supplies to all children.		
8.	Encouraged participation of children.		
9.	Provided individual attention.		
10.	Explained how ingredients are transferred into the finished product.		
11.	Emphasized nutritive value of the ingredients.		
12.	Encouraged concept development.		
13.	Encouraged sharing and taking turns.		
14.	Practiced and explained safety procedures.		

PERFORMANCE OBJECTIVE 17 (continued)

ACTIVITY		RATING	
		Acceptable	Unacceptable
15.	Practiced positive guidance techniques.		
16.	Guided clean-up.		
17.	Objectively completed self-evaluation.		

Student's Name ________________________________

Evaluator's Signature ____________________________ Date ________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 18

TASK: Organize and guide free-choice play activities.

STANDARD OF PERFORMANCE OF TASK:

Free-choice play activities must be organized for three groups of children, and one activity guided.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Three groups of children
Instructions
An assortment of toys and games, plus activity items, as needed
Play area
Safety procedures

ENABLING OBJECTIVES:

1. Identify steps in organizing activities.
2. Identify aims of free-choice play activities.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** pp. 31-9
2. Mayesky, Newman, Woldkowski. **Creative Activities for Young Children,** p. 126.

TEACHING ACTIVITIES:

1. Provide games, play materials, and equipment suitable for a variety of age groups.
2. Arrange play areas to encourage play, learning experiences, and physical development.
3. Describe and discuss ways child care workers may participate in free choice play such as reading to a child if the child makes a request.
4. Assemble materials and supplies.
5. Provide for children with special needs.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the three groups of children and a play area, the student organize and guide one free-choice play activity for each group.

PERFORMANCE OBJECTIVE 18 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the insturctor using concepts presented in class and the checklist. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 18

CHECKLIST: FREE-CHOICE PLAY ACTIVITIES

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Provided games, play materials, and equipment suitable for age group.	________	________
2.	Arranged play areas to encourage play, learning experiences, and physical development.	________	________
3.	Assembled materials and supplies.	________	________
4.	Encouraged social relationships.	________	________
5.	Encouraged each child to participate.	________	________
6.	Encouraged self-expression.	________	________
7.	Encouraged sharing.	________	________
8.	Provided individual attention.	________	________
9.	Provided for children with special needs.	________	________
10.	Improvised play materials when possible.	________	________
11.	Evaluated play materials.	________	________
12.	Practiced positive guidance techniques.	________	________
13.	Participated in activity when needed.	________	________
14.	Practiced safety procedures.	________	________
15.	Objectively completed self-evaluation.	________	________

Student's Name ______________________________

Evaluator's Signaure ______________________________ **Date** ______________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 19

TASK: Organize and guide manipulative play activities.

STANDARD OF PERFORMANCE OF TASK:

Manipulative play activities must be organized and guided for three groups of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Three groups of children
Materials and supplies for manipulative play
Instructions
Cleaning materials

ENABLING OBJECTIVES:

1. Identify aims of manipulative play activities.

RESOURCES:

1. Mayesky et al. **Caring Activities for Young Children**, pp. 79-80.

TEACHING ACTIVITIES:

1. Provide activities suitable for various stages of development.
2. Choose and arrange materials, supplies and equipment.
3. Encourage children to carry out an activity once begun.
4. Determine frustration level and aid children in accomplishing difficult tasks by assisting when needed.
5. Practice positive guidance techniques.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times, a play area, and access to manipulative play equipment, materials, and supplies, the student will organize and guide one manipulative play activity for each group.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 19

CHECKLIST: MANIPULATIVE PLAY ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Chose an activity suitable for the storage of development.		
2.	Chose and arranged needed equipment.		
3.	Chose and arranged materials and supplies.		
4.	Encouraged participation of each child.		
5.	Provided individual attention where needed.		
6.	Guided each child according to individual differences.		
7.	Encouraged each child to complete an activity once begun.		
8.	Aided children when tasks seemed difficult for them.		
9.	Encouraged sharing.		
10.	Practiced positive guidance technique.		
11.	Encouraged children to form concepts.		
12.	Guided clean-up.		
13.	Arranged displays of children's work.		
14.	Objectively completed self-evaluation.		

Student's Name ______________________________

Evaluator's Signature __________________________ **Date** ______________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 20

TASK: Organize and guide music activities.

STANDARD OF PERFORMANCE OF TASK:

A music activity must be organized and guided for three groups of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Music/songs
Musical instrument, if needed
Three groups of children

ENABLING OBJECTIVES:

1. Ability to communicate in oral terms with children
2. Identify music appreciation needs of pre-school children.

RESOURCES:

1. Mayesky et al. **Creating Activities for Young Children**, pp. 141-43, 254-55, 377-80.

TEACHING ACTIVITIES:

1. Provide activities suitable for various stages of development.
2. Choose and arrange equipment, materials and supplies.
3. Give oral directions.
4. Distribute supplies.
5. Encourage individual and group participation.
6. Practice positive guidance techniques.
7. Explain how to provide for children with special needs.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times, the student will guide one appropriate music activity for each group.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 20

CHECKLIST: MUSIC ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Chose an activity appropriate for the group.		
2.	Chose equipment needed.		
3.	Arranged equipment for convenience.		
4.	Chose materials and supplies needed.		
5.	Arranged materials and supplies for convenience.		
6.	Gave oral instructions that were understandable.		
7.	Distributed supplies to all children.		
8.	Encouraged group participation.		
9.	Encouraged individual participation.		
10.	Practiced positive guidance techniques.		
11.	Guided children according to individual differences.		
12.	Objectively completed self-evaluation.		

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ______________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 21

TASK: Organize and guide nature science activities.

STANDARD OF PERFORMANCE OF TASK:

Three nature science activities for three separate times must be planned.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Nature science equipment and supplies
Instructions for experiments, if needed

ENABLING OBJECTIVES:

1. Communicate in written and oral forms

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, pp. 155-66.

TEACHING ACTIVITIES:

1. Provide activities suitable for various stages of development.
2. Choose and arrange equipment, material and supplies.
3. Encourage children to be inquisitive and observant.
4. Foster language development by encouraging children to verbalize what they have seen and done.
5. Guide children in cleaning up and putting away supplies.
6. Read selected material.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times and three suggested nature science activities, the student will organize and guide one appropriate nature science activity for each group.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 21

CHECKLIST: NATURE SCIENCE ACTIVITIES

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Chose an activity appropriate for the group.		
2.	Chose appropriate equipment.		
3.	Arranged equipment in orderly manner.		
4.	Prepared materials.		
5.	Chose appropriate materials.		
6.	Arranged materials in orderly manner.		
7.	Distributed supplies.		
8.	Gave oral directions that were understandable.		
9.	Encouraged individual participation.		
10.	Encouraged group participation.		
11.	Provided individual attention.		
12.	Provided for children with special needs.		
13.	Practiced and explained safety procedures.		
14.	Encouraged children to ask questions.		

PERFORMANCE OBJECTIVE 21 (continued)

	ACTIVITY	RATING	
		Acceptable	Unacceptable
15.	Encouraged children to be observant.		
16.	Encouraged children to assume responsibilities.		
17.	Praised individual achievements.		
18.	Encouraged children to verbalize what they had seen and done.		
19.	Practiced positive guidance techniques.		
20.	Guided children in clean-up.		
21.	Objectively completed self-evaluation.		

Student's Name ______________________________

Evaluator's Signature ________________________ **Date** ______________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 22

TASK: Organize and guide outdoor play activities.

STANDARD OF PERFORMANCE OF TASK:

One appropriate outdoor play activity must be organized and guided for three groups of children at three separate times.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Outdoor play areas
Activity rules and instruction
Three groups of children

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify equipment needs for outdoor play activities.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** Chapter 4.

TEACHING ACTIVITIES:

1. Describe resources that may provide activities suitable for various stages of outdoor play.
2. Foster large muscle development by encouraging children to use toys such as tricycles and climbing equipment.
3. Practice and point out safety procedures by being alert to situations involving hazards to the safety of the children.
4. Provide for children with special needs.
5. Design and construct a bulletin board with outdoor play activities.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times and an outdoor play area, organize and guide one appropriate outdoor play activity for each group.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 22

CHECKLIST: OUTDOOR PLAY ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Chose an activity appropriate for the group.		
2.	Chose suitable equipment, supplies and materials.		
3.	Arranged suitable equipment, supplies and materials.		
4.	Improvised play materials when possible.		
5.	Evaluated play materials.		
6.	Gave oral directions that were understandable.		
7.	Encouraged individual participation.		
8.	Encouraged group participation.		
9.	Provided individual attention.		
10.	Provided for children with special needs.		
11.	Practiced positive guidance techniques.		
12.	Encouraged children to think before acting.		
13.	Fostered large muscle development.		

PERFORMANCE OBJECTIVE 22 (continued)

	ACTIVITY	RATING	
		Acceptable	Unacceptable
14.	Practiced and explained safety procedures.	________	________
15.	Objectively completed self-evaluation.	________	________

Student's Name ______________________________

Evaluator's Signature _________________________ **Date** ______________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 23

TASK: Supervise special activities such as parties, field trips, and resource persons.

STANDARD OF PERFORMANCE OF TASK:

A party or holiday celebration must be supervised before and during the party festivities for a group of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Party materials and supplies
Refreshments
Games and music appropriate for the age group
Holiday background/party occasion information

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify planning objectives needed for planning special activities.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** Chapter 24.

TEACHING ACTIVITIES:

1. Read selected resources.
2. Direct games, music, or other party or holiday activities.
3. Practice positive guidance techniques.
4. Encourage taking turns.
5. Explain meaning of the holiday and/or theme of the party.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children in a day-care center, the student will plan the preparation for a party or holiday celebration and supervise during the actual party or celebration.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable

PERFORMANCE OBJECTIVE 23

CHECKLIST: SUPERVISE PARTIES AND/OR HOLIDAY CELEBRATIONS

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Explained the meaning of the holiday.		
2.	Explained the theme of the party.		
3.	Discussed customs of holidays with the children.		
4.	Discussed with the children manners they were expected to use.		
5.	Practiced special procedures needed for the party with the children.		
6.	Directed games.		
7.	Directed music activities.		
8.	Directed other activities.		
9.	Practiced positive guidance techniques.		
10.	Encouraged taking turns.		
11.	Encouraged sharing.		
12.	Encouraged participation.		
13.	Encouraged children to verbalize activities.		
14.	Objectively completed personal evaluation.		

Student's Name ______________________________

Evaluator's Signature ________________________ **Date** ______________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 24

TASK: Supervise special activities such as parties, field trips, resource persons, and holiday celebrations.

STANDARD OF PERFORMANCE OF TASK:

The planning and completion of a visit by a resource person must be completed for a group of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A group of children
Resource person
Printed materials, if applicable

ENABLING OBJECTIVES:

1. Communicate in oral and written forms

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, Chapter 22.

TEACHING ACTIVITIES:

1. Select a resource person.
2. Invite a resource person.
3. Confirm a resource person's visit.
4. Introduce the resource person.
5. Write a thank-you note to resource person.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children, supervise the group during the preliminary preparation and actual visit of a resource person.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 24

CHECKLIST: SUPERVISE AN ACTIVITY INVOLVING A RESOURCE PERSON

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Selected a resource person.	________	________
2.	Invited a resource person.	________	________
3.	Confirmed the resource person's visit.	________	________
4.	Explained to the children who the resource person was, and why he/she had been invited.	________	________
5.	Explained career role of the resource person.	________	________
6.	Outlined what was expected with the children so far as manners are concerned.	________	________
7.	Conducted a practice session of procedures to be carried out during the visit.	________	________
8.	Discussed questions children may want to ask the resource person.	________	________
9.	Introduced the resource person.	________	________
10.	Encouraged children to ask questions.	________	________
11.	Practiced positive guidance techniques.	________	________
12.	Objectively completed personal evaluation.	________	________
13.	Wrote a correct thank-you note.	________	________

Student's Name ______________________________

Evaluator's Signature ________________________ **Date** ______________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 25

TASK: Supervise special activities such as parties, field trips, resource persons, and holiday celebrations.

STANDARD OF PERFORMANCE OF TASK:

The preparation and completion of a field trip for a group of children must be completed.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Field trip plans/parental permission forms
Tickets, if needed
Safety precautions
Brochures/posters, if needed
Transportation
Parent chaperones, if needed

ENABLING OBJECTIVES:

1. Communicate in oral and written forms.
2. Knowledge of safety procedures travel.
3. Identify planning steps in supervising field trips.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** p.184.

TEACHING ACTIVITIES:

1. Confirm field trip plans.
2. Purchase food (if applicable).
3. Purchase tickets (if applicable).
4. Practice and point out safety precautions.
5. Have parents sign the necessary forms.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children, the student will supervise the preparation and actual taking of a field trip.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using concepts presented in class and the checklist. All items should be rated acceptable.

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PERFORMANCE OBJECTIVE 25

CHECKLIST: SUPERVISE A FIELD TRIP

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Confirmed field trip plan.		
2.	Purchased food.		
3.	Purchased tickets.		
4.	Explained plans to the children.		
5.	Told children what they could expect to see.		
6.	Pointed out safety precautions.		
7.	Practiced safety precautions.		
8.	Assigned each child to an adult.		
9.	Encouraged observation.		
10.	Encouraged sharing.		
11.	Encouraged children to talk about the trip and to ask questions.		
12.	Practiced positive guidance techniques.		
13.	Explained points of interest.		
14.	Following the trip encouraged the children to discuss their experiences.		
15.	Objectively evaluated the activity.		
16.	Wrote a correct thank-you note.		

Student's Name ______________________________

Evaluator's Signature _________________________ **Date** ___________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 26

TASK: Organize and guide story time.

STANDARD OF PERFORMANCE OF TASK:

Story time activities for each of three groups of children at separate times.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Puppets
Flannel board cutouts
Children's Books
Instructions
Three groups of children

ENABLING OBJECTIVES:

Communicate in oral and written forms
Identify planning needed for story time activities.

RESOURCES:

1. Draper and Draper. **Caring for Children,** Chapter 23.

TEACHING ACTIVITIES:

1. Provide activities for various stages of development.
2. Prepare materials such as puppets and flannel board cutouts.
3. Assemble materials, and supplies such as projector, books, flannel board, and puppets.
4. Encourage word concept by introducing and explaining new words.
5. Encourage each child to participate by such method as answering or asking questions, telling stories or performing as puppeteers.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three groups of children at separate times and access to books, puppets, flannel board, projector and other suitable materials, the student will organize and guide each group in one appropriate story-time activity.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 26

CHECKLIST: STORY TIME

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Chose an activity appropriate for the group.		
2.	Prepared needed materials.		
3.	Assembled needed materials and supplies.		
4.	Encouraged quietness during the activity.		
5.	Encouraged word concepts.		
6.	Encouraged individual participation.		
7.	Used a variety of stories with both familiar and unfamiliar concepts.		
8.	Practiced positive guidance techniques.		
9.	Objectively completed self-evaluation.		

Student's Name ______________________________

Evaluator's Signature _________________________ **Date** ______________________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 27

TASK: Guide rest period.

STANDARD OF PERFORMANCE OF TASK:

A rest period for a group of children must be guided.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Cots, mats, rugs and/or cots
Instructions for children
Basic temperature and light controls.

ENABLING OBJECTIVES:

1. Communicate in oral and written forms.
2. Identify rest needs of pre-school children.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** Chapter 9.

TEACHING ACTIVITIES:

1. Set up cots or arrange mats or rugs.
2. Prepare room (lower shades, turn off lights, adjust temperature).
3. Observe children during rest period.
4. Store cots, mats, or rugs.
5. Restore room to normal state.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children, the student will guide a rest period for the group.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using standards set by the instructor. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 27

CHECKLIST: GUIDE REST PERIOD

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Prepared children for the rest period.	________	________
2.	Emphasized the need for rest.	________	________
3.	Emphasized respect for other's needs for rest.	________	________
4.	Set up cots or arranged mats or rugs.	________	________
5.	Prepared room for rest period.	________	________
6.	Observed children during rest period.	________	________
7.	Practiced positive guidance techniques.	________	________
8.	Stored cots, mats, or rugs.	________	________
9.	Restored room to normal state.	________	________
10.	Objectively completed self-evaluation.	________	________

Student's Name ______________________________

Evaluator's Signature __________________________ **Date** ______________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 28

TASK: Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood or earthquake.

STANDARD OF PERFORMANCE OF TASK:

The procedures for handling an ill child must be demonstrated to include all necessary steps to be completed.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Records for telephone numbers, names of physicians and parents
Basic medical/symptoms source of information

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify information needed for emergency procedures.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, p. 124.
2. Draper and Draper, **Caring for Children**, pp. 194-203.

TEACHING ACTIVITIES:

1. Become familiar with general appearance which may indicate illness.
2. Determine necessity for checking children daily.
3. Determine when prescribed medication may be administered, based on medical authorization form.
4. Identify and practice procedures for checking temperatures.
5. Identify unusual incidents that indicate a child is not feeling well.
6. Practice checking children for colds and other infectious diseases.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation describing an ill child in a day-care center, the student will demonstrate all of the steps of the procedure established for handling such a situation.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 29

TASK: Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood or earthquake.

STANDARD OF PERFORMANCE OF TASK:

Reporting and first-aid procedures for three accident situations involving children must be described.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Three groups of children
Accidental injury situations

ENABLING OBJECTIVES:

1. Knowledge of safety practices and procedures
2. Communicate in oral and written forms

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** Chapter 11.

TEACHING ACTIVITIES:

1. Determine first-aid procedures for minor accidents.
2. Identify steps to take in case of major accidents.
3. Determine when and how accidents should be reported to supervisor and/or parent.
4. Determine the need for following instructions given by supervisor and/or parent.
5. Practice first-aid procedures for major and minor accidents.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three case situations involving accidental injuries of children in a day-care center, demonstrate all the reporting and first-aid procedures one would follow in each situation.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 29 (continued)

PERFORMANCE GUIDE:

1. Determine first-aid procedures for minor accidents.
2. Identify steps to take in case of major accidents.
3. Determine when and how accidents should be reported to supervisor and/or parent.
4. Determine the need for following instructions given by supervisor and/or parent.
5. Practice first-aid procedures for major and minor accidents.
6. Evaluate first-aid procedures which were practiced.
7. Make a written or oral statement regarding the personal implementation of the activity.

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 30

TASK: Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood or earthquake.

STANDARD OF PERFORMANCE OF TASK:

The procedures for disaster situations in a day care center must be demonstrated to include all necessary steps.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Safety procedures
Bills, alarms and other related safety sounds
Instruction for children

ENABLING OBJECTIVES:

1. Knowledge of safety procedures for disaster situations.
2. Identify sources of information needed in emergencies.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, p. 124.

TEACHING ACTIVITIES:

1. Determine steps to take in a variety of disasters.
2. Determine safety precautions that need to be carried out in case of a disaster.
3. Determine technique for explaining to children the reason for practicing disaster drills.
4. Supervise a practice drill.
5. Evaluate the practice drill.
6. Make a written or oral statement regarding the personal implementation of the activity.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three case situations concerning disasters most likely to occur in the area, the student will demonstrate all the procedures which would need to be implemented in a day-care center to insure the safety of the children in each situation.

PERFORMANCE OBJECTIVE 30 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Determine steps to take in a variety of disasters.
2. Determine safety precautions that need to be carried out in case of a disaster.
3. Determine the need for practicing disaster drills.
4. Determine techniques for explaining to children the reason for a drill.
5. Determine procedures for supervising children during a practice drill.
6. Determine the need for informing parents of the procedures that will be taken in case of a disaster.
7. Determine how to explain to the children the reason for a practice drill.
8. Supervise a practice drill.
9. Evaluate the practice drill procedure.
10. Make a written or oral statement regarding the personal implementation of the activity.

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 31

TASK: Supervise snack and/or meal activities.

STANDARD OF PERFORMANCE OF TASK:

Three snack and/or meal activities for a group of children must be supervised.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Eating area w/equipment
Snack and/or food supplies and materials

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify daily planning needed for meals/snacks.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** pp. 99-100.

TEACHING ACTIVITIES:

1. Determine suitable procedures prior to mealtime to prepare children for the meal.
2. Allow time for children and workers to wash hands.
3. Serve food at scheduled time.
4. Do not hurry mealtime.
5. Set a good example of table etiquette
6. Organize area for snack time.
7. Use positive guidance techniques.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children the student will supervise three snack and/or meal activities for the group.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 31

CHECKLIST: SUPERVISE SNACK AND/OR MEAL ACTIVITY

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Determined suitable procedures to follow prior to mealtime.	________	________
2.	Allowed children and workers hand-washing time.	________	________
3.	Served food at regularly scheduled time.	________	________
4.	Provided a comfortable and relaxed atmosphere during mealtime.	________	________
5.	Guided children toward independence in serving and eating.	________	________
6.	Did not hurry mealtime.	________	________
7.	Set good example of table etiquette.	________	________
8.	Was patient with children's efforts at table etiquette.	________	________
9.	Assisted children in wiping up spills.	________	________
10.	Introduced new foods in small amounts.	________	________
11.	Introduced new foods one at a time.	________	________
12.	Encouraged children to try new foods.	________	________

PERFORMANCE OBJECTIVE 31 (continued)

	ACTIVITY	RATING Acceptable	 Unacceptable
13.	Praised children who ate new foods.	________	________
14.	Helped children develop positive attitudes toward food and eating.	________	________
15.	Encouraged children not to waste food.	________	________
16.	Used positive guidance techniques.	________	________
17.	Organized area for snack time.	________	________
18.	Assigned children duties during snacktime.	________	________
19.	Objectively completed personal evaluation.	________	________

Student's Name ____________________________

Evaluator's Signature ____________________________ **Date** ____________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 32

TASK: Supervise care of teeth.

STANDARD OF PERFORMANCE:

Children must be supervised in the care of brushing teeth for three days.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Toothbrushes and toothpaste
Cups for water
Towels and soap
Bathroom

ENABLING OBJECTIVES:

1. Knowledge of good teeth characteristics
2. Communicate in oral and written forms
3. Identify encouraging attitudes to use with children in brushing teeth.

RESOURCES:

1. Draper and Draper. **Caring for Children,** pp. 131-32.

TEACHING ACTIVITIES:

1. Assemble supplies needed.
2. Instruct children in proper method of brushing teeth.
3. Assist children with toothbrushes, toothpaste, and cups of water.
4. Observe children brushing teeth and give assistance where needed.
5. Help children clean up after brushing.
6. Assist children in storing their personal supplies.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children and facilities necessary for tooth brushing, the student will supervise the group in caring for their teeth for three days.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 32

CHECKLIST: SUPERVISE CARE OF TEETH

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Inspected bathroom for cleanliness and safety.	________	________
2.	Assembled supplies needed.	________	________
3.	Took children to the bathroom for tooth care.	________	________
4.	Instructed children in correct tooth brushing.	________	________
5.	Assisted children with toothbrushes, toothpaste, cups of water, etc.	________	________
6.	Observed children while they brushed their teeth.	________	________
7.	Gave assistance when needed.	________	________
8.	Assisted children in clean-up.	________	________
9.	Assisted children in storing personal supplies.	________	________
10.	Explained the role of the dentist.	________	________
11.	Explained the importance of tooth care.	________	________
12.	Objectively completed self-evaluation.	________	________

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ______________________

DUTY: PERFORMING CHILD GUIDANCE ACTIVITIES

PERFORMANCE OBJECTIVE 33

TASK: Supervise routine bathroom activities.

STANDARD OF PERFORMANCE OF TASK:

The bathroom activities of two groups of children must be supervised for three days.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Standards for bathroom activities
Two groups of children
Child-care center bathroom

ENABLING OBJECTIVES:

1. Communicate in oral and written procedures
2. Identify sanitary practices needed with bathroom activities.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills.**
2. Draper and Polk. **Caring for Children - Teacher's Resource Guide.**

TEACHING ACTIVITIES:

1. Inspect room for safety and cleanliness.
2. Check to see if adequate supplies are available.
3. Take children to bathroom individually or in groups.
4. Demonstrate and have children practice handwashing.
5. Determine when record of eliminations should be kept.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given two groups of children, the student will supervise bathroom procedures of both groups for three days.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 33

CHECKLIST: SUPERVISE ROUTINE BATHROOM ACTIVITIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Inspected room for safety and cleanliness.		
2.	Checked to see if soap, paper towels, and other supplies were adequate.		
3.	Took children to bathroom.		
4.	Allowed children to become familiar with the facilities before using them.		
5.	Instructed children in establishing toileting procedures.		
6.	Explained reasons for sanitation.		
7.	Demonstrated handwashing.		
8.	Supervised children in practicing handwashing.		
9.	Showed confidence in child's ability to carry out established procedures.		
10.	Praised children when successful.		
11.	Practiced positive guidance techniques.		
12.	Assisted children when toileting accidents occurred.		
13.	Assisted children in wiping up spills.		

PERFORMANCE OBJECTIVE 33 (continued)

ACTIVITY		RATING	
		Acceptable	Unacceptable
14.	Honestly answered children's questions concerning differences in their bodies and used correct terminology.	____	____
15.	Avoided uses of negative words such as "dirty" or "messy," etc.	____	____
16.	Kept record of elimination when necessary.	____	____

Student's Name ______________________

Evaluator's Signature ______________________ Date ______________________

PERFORMING FOOD SERVICE ACTIVITIES

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 34

TASK: Set and clear table.

STANDARD OF PERFORMANCE OF TASK:

The table must be set properly for a menu for six children; and, after the meal, the table should be cleared correctly.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist

CONDITIONS FOR PERFORMANCE OF TASK:

Meal
Setting and utensils for six
Instructions for setting and clearing table

ENABLING OBJECTIVES:

1. Ability to follow directions
2. Communicate in oral and written forms
3. Identify techniques for teaching correct table etiquette.

RESOURCES:

Draper and Draper. **Caring for Children**, pp. 208-16.

TEACHING ACTIVITIES:

1. Assign students to make posters that show proper methods of setting and of clearing tables.
2. Have students describe appropriate utensils and dishes used with children of various ages from interviews with appropriate child care workers.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a menu, glassware, dishes and silverware, set a table for six children, and after the meal, the student will clear the table. The setting and clearing of the table must be done in an orderly manner.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 34

CHECKLIST: SET AND CLEAR TABLE

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Cleaned table tops.		
2.	Sanitized table tops.		
3.	Washed hands before setting table.		
4.	Held glasses at bottom.		
5.	Touched handles of silverware only.		
6.	Avoided use of cracked or chipped dishes when setting the table.		
7.	Included all necessary dishes, glassware and silverware needed to eat the food on the menu.		
8.	Correctly placed dishes, glassware and silverware needed to eat the food on the menu.		
9.	Used time and labor-saving techniques when setting the table.		
10.	Used time and labor-saving techniques when clearing the table.		
11.	Prepared and used a centerpiece.		
12.	Objectively completed self-evaluation.		

Student's Name ______________________________

Evaluator's Signature __________________________ **Date** ______________________________

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 35

TASK: Inventory and store food and supplies.

STANDARD OF PERFORMANCE OF TASK:

Inventory check sheets should be used to record all food and supplies in a day-care center kitchen.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Inventory checklist
Food and supply items
Instructions

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify procedures needed in storing and checking food supplies.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 352-53.

TEACHING ACTIVITIES:

1. Discuss and describe the common storage procedures used in day-care centers.
2. Discuss and describe safety rules and procedures to be used in moving food and supplies.
3. Discuss and describe the advantages of regularly doing an inventory of food and supplies.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given an inventory check sheet, the student will inventory with 100% accuracy all food and supplies in a day-care center kitchen.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 35 (continued)

PERFORMANCE GUIDE:

1. Prepare a list of all food supplies on hand.
2. Keep up-to-date a list of all food and supplies on hand.

Sample Inventory For Food and Supplies (P.O. 35)

	Items to Inventory	Quality on Hand
A.	Breads and cereals	
	1.	
	2.	
	3.	
	4.	
B.	Fresh or frozen meats	
	1.	
	2.	
	3.	
	4.	
C.	Fresh produce	
	1.	
	2.	
	3.	
	4.	
D.	Canned or packaged foods	
	1.	
	2.	
	3.	
	4.	

E. Dairy products

1.

2.

3.

F. Misc. items

1.

2.

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 36

TASK: Inventory and store food supplies.

STANDARD OF PERFORMANCE OF TASK:

Food and supplies for a day-care center kitchen must be stored properly after they are received.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist

CONDITIONS FOR PERFORMANCE OF TASK:

Food and supplies to be stored
Checklist
Instructions
Any loading equipment used for storing items.

ENABLING OBJECTIVES:

1. Ability to communicate in oral and written forms.
2. Identify safe storing procedures for food and supplies.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 358-62.

TEACHING ACTIVITIES:

1. Describe and discuss proper storage procedures for food and supplies.
2. Invite a local government inspector to class to discuss and describe the various problems encountered in day-care centers.
3. Discuss and describe the various insects that can infest food.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given an order of food and supplies that have been delivered, the student will store them in a day-care center kitchen.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 36

CHECKLIST: STORE FOOD AND SUPPLIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Examined items when purchased and/or delivered to be sure they are clean, in good condition, and free of insects and other impurities.		
2.	Labeled all containers and boxes to identify contents before storing.		
3.	Stored all items at correct temperatures.		
4.	Stored all items so they are easy to see.		
5.	Stored all items so they are easy to reach.		
6.	Stored all items where they are first or most frequently used.		
7.	Stored all items so as to protect them from dust, insects, and other pests.		
8.	Stored newer items behind older items.		
9.	Avoided waste of space on shelves.		

Student's Name ______________________________

Evaluator's Signature _________________________ **Date** ______________________________

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 37

TASK: Prepare meals and snacks.

STANDARD OF PERFORMANCE OF TASK:

Meals and snacks must be provided to children at day-care centers. The student must prepare one meal and one snack.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Instructions
Recipes
Food ingredients and supplies
Sanitary practices in food handling

ENABLING OBJECTIVES:

1. Ability to communicate in oral and written forms
2. Ability to follow directions
3. Identify nutrition needs of children.

RESOURCES:

1. Draper and Draper. **Caring for Children,** pp. 216-17.

TEACHING ACTIVITIES:

1. Name the four basic food groups and discuss the number of daily servings the body needs from each group.
2. Assign students to prepare bulletin boards that emphasize nutrition and good eating habits.
3. Describe and discuss the reasons that children should know basic food and nutrition facts.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children, a menu, and necessary recipes, foods, and supplies, prepare one meal and one snack for the group.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 37

CHECKLIST: PREPARE MEALS AND SNACKS

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Secured a food handler's permit.		
2.	Checked hands for cuts or infection.		
3.	Assembled ingredients and supplies.		
4.	Read recipes.		
5.	Followed directions on recipes.		
6.	Made a time schedule.		
7.	Followed the time schedule.		
8.	Washed fresh fruits and vegetables before serving them.		
9.	Practiced sanitary procedures.		
10.	Practiced safety procedures.		
11.	Served food at appropriate temperature.		
12.	Served food at designated time.		
13.	Served food in attractive manner.		
14.	Kept preparation area clean.		
15.	Kept preparation area uncluttered.		
16.	Washed utensils when finished with them.		

PERFORMANCE OBJECTIVE 37 (continued)

	ACTIVITY	RATING	
		Acceptable	Unacceptable
17.	Stored utensils in assigned places.	________	________
18.	Cleaned equipment when finished using.	________	________
19.	Stored equipment.	________	________
20.	Cleaned up spills immediately.	________	________
21.	Disposed of garbage correctly.		
22.	Disposed of trash correctly.	________	________
23.	Washed hands frequently.	________	________
24.	Objectively completed a self-evaluation.	________	________

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ________________

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 38

TASK: Purchase food.

STANDARD OF PERFORMANCE OF TASK:

A market order for food must be compiled and purchased by purchase order.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Market list of food items
Purchase order
Receipts

ENABLING OBJECTIVES:

1. Ability to organize materials
2. Make money purchases
3. Identify ingredients for menus

RESOURCES:

1. Draper and Draper. **Caring for Children,** pp. 349-52.

TEACHING ACTIVITIES:

1. Discuss and describe the similarities that exist in purchasing food for a family and buying food for a day-care center; then describe the differences.
2. Discuss the effect that television has on children's eating preferences.
3. Discuss and describe how to evaluate quality in buying foods.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a specific market order, sufficient funds or credit and oral directions concerning the manner in which the food should be purchased, the student will purchase the foods listed on the market order.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 38

CHECKLIST: PURCHASE FOOD

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Obtained a market order.		
2.	Obtained a purchase order.		
3.	Purchased food at designated store or stores.		
4.	Purchased food in designated manner.		
5.	Obtained a receipt of all purchases.		
6.	Compared items purchased with cash register tape.		
7.	Objectively completed a self-evaluation.		

Student's Name ______________________________

Evaluator's Signature ________________________ **Date** ______________________________

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 39

TASK: Serve food.

STANDARD OF PERFORMANCE OF TASK:

Three meals must be prepared and served to an assigned group of children.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Assigned group of children
Food items and supplies
Serving instructions/guidelines

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify daily planning needed in serving food.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 208-16.

TEACHING ACTIVITIES:

1. Discuss and describe why a regular routine for serving meals should be set and maintained.
2. Assign students to develop and write a procedure for children to set the table for a simple meal and to wipe the table clean after the meal.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of children and prepared foods, the student will serve three meals to the group assigned.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 39

CHECKLIST: SERVE FOOD

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Obtained food from kitchen.		
2.	Served or assisted children in serving food.		
3.	Used garnishes to make food more attractive.		
4.	Combined colors harmoniously.		
5.	Arranged food on plate in a pleasing manner.		
6.	Served small portions.		
7.	Served seconds when they were desired.		
8.	Avoided accidents.		
9.	Objectively completed a self-evaluation.		

Student's Name ______________________________

Evaluator's Signature ________________________ **Date** ______________________________

DUTY: PERFORMING FOOD SERVICE ACTIVITIES

PERFORMANCE OBJECTIVE 40

TASK: Wash and store dishes, glassware, silverware and utensils.

STANDARD OF PERFORMANCE OF TASK:

After a meal is served to a group of children, all dishes and utensils must be washed and stored properly.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Dirty dishes and utensils
Detergent and supplies
Instruction for washing and storage

ENABLING OBJECTIVES:

1. Ability to follow instructions
2. Identify health standards in washing dishes and utensils.

RESOURCES:

1. Draper and Draper. **Caring for Children.**

TEACHING ACTIVITIES:

1. Describe and discuss steps in washing and sanitizing dishes and utensils.
2. Explain why cracked or chipped utensils and dishes should be avoided.
3. Assign students to research the types of dishes/utensils that day-care centers use in their area.

CRITERION-REFERENCED MEASURE:

Practical Application:

Following a meal served to children, the student will wash and store all dishes, glassware, silverware, and utensils.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 40

CHECKLIST: WASH AND STORE DISHES, GLASSWARE, SILVERWARE, AND UTENSILS

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Washed utensils using techniques that meet local health agency regulations.	________	________
2.	Washed dishes using equipment that met local health agency regulations.	________	________
3.	Stored dishes in their assigned places.	________	________
4.	Stored glassware in assigned place.	________	________
5.	Stored silverware in assigned place.	________	________
6.	Stored utensils in their assigned places.	________	________
7.	Objectively completed self-evaluation.	________	________

Student's Name ______________________

Evaluator's Signature ____________________ **Date** ______________________

PERFORMING HOUSEKEEPING ACTIVITIES

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 41

TASK: Supervise the care of pets and plants.

STANDARD OF PERFORMANCE OF TASK:

The care and feeding of pets must meet generally accepted standards; the good health of the plants should be continued under the supervision.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A pet
One or more plants
Pet and plant supplies
Instructions and directions

ENABLING OBJECITVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify safe handling practices in handling pets and plants.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills.** Chapter 9.

TEACHING ACTIVITIES:

1. Assign basic reading materials related to the animals in the classroom.
2. Clarify the assignment for better student understanding.
3. Provide extra materials related to the task.
4. Help students make comparisons in materials that can be used in the care of the pets/plants.
5. Help students guide children during supervisions or presentations.
6. Help the students succeed in the transfer of learning to the child/children.
7. Help students develop communicating skills when planning visits to the plant or pet shops.

CRITERION-REFERENCED MEASURE:

Practical Application:

Assigned the care of a pet and/or a plant for one week, the student will plan and supervise its care.

PERFORMANCE OBJECTIVE 41 (continued)

Method of Evaluation:

Using the enclosed checklist, the instructor will inspect the student's plan. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 41

CHECKLIST: CARE OF PETS AND PLANTS

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Determined the need of a variety of pets and plants.		
2.	Determined ways children may help in caring for pets and plants.		
3.	Planned a care schedule for the assigned pets and plants.		
4.	Submitted plans of care to instructor for approval.		
5.	Supervised children in caring for the assigned pets and plants.		
6.	Completed all steps on the care schedule.		

Student's Name ______________________________

Evaluator's Signature __________________________ **Date** ________________________________

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 42

TASK: Check toys for safety and repairs.

STANDARD OF PERFORMANCE OF TASK:

Toys used in child-care centers must be checked routinely for continued operation, safety and any possible repairs.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A group of toys, and the enclosed "Report for Maintaining Toys"

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify need for routine inspection of all toys in child-care center.

RESOURCES:

Conger and Rose. **Child Care Aide Skills.** Chapter 9.

TEACHING ACTIVITIES:

1. Arrange for a field trip to a local toy store to study and analyze how toys are categorized.
2. Demonstrate, using a sample number of broken toys, how toys and games can be repaired and mended.
3. Describe and discuss the safety features that toys should have.
4. Discuss the importance of toys being checked each week for possible repairs.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a group of toys and a "Report Form for Maintaining Toys," the student will complete the form after making all the necessary minor repairs on the toys.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 42 (continued)

PERFORMANCE GUIDE:

1. Determine if toys are safe for children's use.
2. Fill out "Report Form for Maintaining Toys:"
   a. Determine which toys are ready to use.
   b. Determine which toys need minor repairs.
   c. Determine which toys need major repairs or are beyond repair.
3. Have instructor approve "Report Form."
4. Identify best method for making minor repairs on toys.
5. Make needed minor repairs.

Report Form - Maintaining Toys (P. O. 42)

Name of Toy	Checked By	Condition			Repairs Made
		Safe	Unsafe		
		Ready to Use	Needs minor Repair	Needs Major Repairs or Beyond Repair	

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 43

TASK: Prepare laundry for pick-up.

STANDARD OF PERFORMANCE OF TASK:

The student will prepare the laundry for pick-up and complete this activity for one day.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A group of assorted laundry
Instructions for folding and storing laundry

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify procedures needed for commercial laundry pick-up.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** Chapter 9.

TEACHING ACTIVITIES:

1. Demonstrate how to assemble and sort laundry for pick-up.
2. Have students practice making lists of laundry for pick-up.
3. Describe common situations requiring commercial laundry pick-up.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a week's soiled laundry, the student will prepare laundry for pick-up.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE 43

CHECKLIST: PREPARE LAUNDRY FOR PICK-UP

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Collected all the dirty laundry.		
2.	Made two lists of the number of each item.		
3.	Placed all the listed items in a bag.		
4.	Tied bag securely.		
5.	Gave one list to laundryman.		
6.	Retained one list for checking returned laundry.		

Student's Name ______________________________

Evaluator's Signature ____________________________ **Date** ________________

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 44

TASK: Launder items such as linens, doll clothing and dress-up clothing.

STANDARD OF PERFORMANCE OF TASK:

The student will launder the soiled items given by the instructor.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

An assortment of soiled laundry
Instructions and procedures for laundering.

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize clothing items
3. Identify planning procedures for doing laundry.

RESOURCES:

1. Draper and Draper. **Caring for Children**, pp. 362-63.

TEACHING ACTIVITIES:

1. Invite laundry appliance service person to the class to discuss:
    (a) Simple repairs of home machines.
    (b) Proper care of Machines.
    (c) Importance of using proper detergents, correct settings, etc.
2. Teach methods of sorting clothes.
3. Discuss and demonstrate removing different kinds of stains.
4. Have students develop cleaning charts for common stains found in their homes.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given laundry and the necessary equipment and supplies, the student will launder the items by completing all applicable steps.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 44

CHECKLIST: LAUNDER ITEMS SUCH AS LINENS, DOLL CLOTHING AND DRESS UP CLOTHING

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Collected items to be laundered.	________	________
2.	Sorted items.	________	________
3.	Made necessary repairs.	________	________
4.	Removed spots or excess soil.	________	________
5.	Presoaked badly soiled items.	________	________
6.	Selected detergent suitable for items laundered.	________	________
7.	Used manufacturer's suggested amount of detergent.	________	________
8.	Washed items.	________	________
9.	Dried items.	________	________
10.	Pressed items which needed to be pressed.	________	________
11.	Folded items.	________	________
12.	Stored items in assigned places.	________	________

Student's Name ____________________________

Evaluator's Signature ______________________ **Date** ____________________________

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 45

TASK: Maintain kitchen appliances and equipment.

STANDARD OF PERFORMANCE OF TASK:

Each kitchen appliance or equipment item must be cleaned and maintained according to standards recommended in the operational manuals for each item. A periodic inspection of each item should be scheduled after the manuals are studied.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Assigned appliances (kitchen)
Operational manuals for assigned appliances

ENABLING OBJECTIVES:

1. Ability to follow written directions
2. Identify cleaning and maintenance procedures for appliances.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** pp. 120-23.
2. Draper and Draper, **Caring For Children,** pp. 403-05, 500-06.

TEACHING ACTIVITIES:

1. Discuss importance of maintaining equipment in safe conditions.
2. Teach safety rules related to each piece of equipment.
3. Prepare charts related to safety rules to emphasize importance of keeping safe.
4. Study all appliance manuals to determine intended operations.
5. Identify possible malfunctions of each appliance.
6. Explain how to report any malfunctions of appliances.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a number of kitchen appliances and operational manuals for each appliance, the student check the assigned appliances and report all malfunctions to the instructor.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using standards set by the instructor.

PERFORMANCE OBJECTIVE 45 (continued)

PERFORMANCE GUIDE:

1. Study appliance manuals to determine intended operations.
2. Identify possible malfunctions of each appliance.
3. Report any malfunctions of appliances.

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 46

TASK: Maintain furnishing and play furniture.

STANDARD OF PERFORMANCE OF TASK:

Assigned a piece of equipment and/or furniture the student will make all needed repairs to restore it to workable or usable state.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Assigned piece of child care equipment
Appropriate repair manuals, if applicable
Tools
Miscellaneous materials (oil, tape, etc.)

ENABLING OBJECTIVES:

1. Ability to read and follow directions
2. Identify upkeep and repairs needed for furnishings and play furniture.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** Chapter 19.

TEACHING ACTIVITIES:

1. Help the student identify furniture and/or equipment in the center that needs repairs.
2. Review repair techniques that may be needed for furniture or play equipment.
3. Help the student collect materials, supplies and equipment that will be needed for making minor repairs.
4. Make necessary repairs on furniture and play equipment. (Demonstrate one simple repair).

CRITERION-REFERENCED MEASURE:

Practical Application:

Given furniture and/or play equipment needing minor repairs and the necessary tools and parts for making the repairs, the student will make all needed repairs to restore the furniture or play equipment to a workable or usable state.

PERFORMANCE OBJECTIVE 46 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Identify a variety of minor repair techniques which may be needed for furniture or play equipment.
2. Collect supplies and equipment which may be needed for making minor repairs.
3. Make all the necessary minor repairs on furniture and play equipment.

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE 47

TASK: Maintain furnishings, equipment and supplies.

STANDARD OF PERFORMANCE OF TASK:

Assigned specific equipment and/or materials used in a day-care center, the student must correctly store all items in their assigned places.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Specific pieces of equipment
Instructions as to where and how items are to be stored

ENABLING OBJECTIVES:

1. Ability to understand and follow directions
2. Identify standards for use of furnishings, equipment and supplies.

RESOURCES:

1. Draper and Draper. **Caring for Children,** Chapter 20.

TEACHING ACTIVITIES:

1. Arrange for a field trip to a child-care center so that students can observe storage practices of specific equipment and materials.
2. Describe and discuss the reasons for periodic inspection of storage spaces for pests and problems.
3. Describe various pieces of equipment used in moving and storing materials (hand trucks, carts)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given specific equipment and materials used in a day-care center, the student will store all the equipment and/or materials in their assigned places.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 47 (continued)

PERFORMANCE GUIDE:

1. Establish criteria for storing a variety of equipment and materials used in a day-care center.
2. Identify assigned storage areas for all of the equipment and materials.
3. Store items in assigned places.

DUTY: PERFORMING HOUSEKEEPING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 48

TASK: Clean child-care center.

STANDARD OF PERFORMANCE OF TASK:

Assigned areas and toys must be cleaned correctly using written instructions.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Instructions for cleaning
Cleaning equipment and supplies
Standard for completed cleaning work

ENABLING OBJECTIVES:

1. Ability to follow written directions
2. Identify cleaning materials and standards for child care center.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, pp. 100-13.

TEACHING ACTIVITIES:

1. Assign students to develop cleaning schedules for a child care center, to include those items that need cleaning, daily, weekly, monthly or seasonably.
2. Invite a local representative from a well-known janitorial service to explain their methods of cleaning offices and schools.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given written instructions for cleaning a specific area, toys or equipment, the student will clean the assigned items or area.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 48 (continued)

PERFORMANCE GUIDE:

1. Read instructions for cleaning.
2. Gather necessary equipment and supplies.
3. Determine if and how children may assist in cleaning activity.
4. Complete cleaning assignment.

PERFORMING CLERICAL ACTIVITIES

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 49

TASK: Inform parents of a child's emergency or illness, a child's progress, a child's behavior, activities of the center, rules and routines of the center or help available from community agencies.

STANDARD OF PERFORMANCE OF TASK:

The demonstration should include all necessary steps for reporting information to parents, including written report, phone call and personal contact.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A demonstration of the steps necessary for reporting to the parents concerning the information given by the following methods; a written report, a phone call and personal contact. (See Appendix A for case situation)

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify procedures for contacting parents.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** p. 124.

TEACHING ACTIVITIES:

1. Discuss the value of keeping good relationships with parents by the use of written reports, phone calls and/or personal visits.
2. Identify and describe the type information needed on each child for each of the following situations: illness; routine progress report; behavior problems; center activities; and possible referral to other community agencies.
3. Discuss and describe when parents should be contacted on routine matters.
4. Invite an area day-care center director to the class to discuss communications with parents.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a case situation, from the instructor, the student will prepare a written report and demonstrate contacting a parent both by phone and in person concerning the information given in the case situation.

PERFORMANCE OBJECTIVE 49 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Determine the value of maintaining good relationships with parents through written reports, phone calls or personal contact.
2. Identify information you would need to report to parents on each of the following:
   a. Child's emergency or illness
   b. Child's progress
   c. Child's behavior
   d. Center activities
   e. Rules and routines of center
   f. Help available from community agencies
3. Determine when and how parents should be contacted.

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 50

TASK: Maintain furnishings, equipment and supplies.

STANDARD OF PERFORMANCE:

Supplies are to be accepted, recorded in appropriate places, and stored when received.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A situation in which the responsibility of accepting delivery of supplies for one day must be assumed. (See Appendix A for case situation.)

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify proper procedures for handling supplies.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** pp. 303-08.

TEACHING ACTIVITIES:

1. Describe and discuss various forms of deliveries that day-care centers receive.
2. Demonstrate various storage conditions for various supplies.
3. Invite a delivery company representative to the class to discuss various delivery forms and procedures used by delivery services.
4. Assign "Student Self-Check" as a basic review.
5. Discuss safety procedures to be observed in handling stored items.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given responsibility for all supplies delivered for one day to a day-care center, the student will accept, record, and store all supplies.

Method of Evaluation:

Using the attached checklist, the instructor will check the student's work. All items should be rated acceptable. The student self-check may be used for further instruction.

PERFORMANCE OBJECTIVE 50

CHECKLIST: MAINTAIN FURNISHINGS, EQUIPMENT AND SUPPLIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Received and signed for all deliveries.	________	________
2.	Checked receipts against orders. Shortages noted.	________	________
3.	Stored all supplies received.	________	________

Student's Name ______________________________

Evaluator's Signature __________________________ Date ______________________

PERFORMANCE OBJECTIVE 50

Student Self-Check

ORDERING, RECEIVING, AND STORING

Identify the following by writing the correct word in the blank provided.

1. A list of equipment and supplies on hand is called an ____________.
2. A list of items packed in one unit is called ______________.
3. A statement of purchase including the unit price, the total price and the shipping charges is called an ____________.
4. A list of the number of units shipped is an order and the cost of shipping is a ____________.
5. A request for additional supplies and materials is called a _______________.
6. An authorized request for additional supplies is called a _______________.
7. A form to be filled out in case of damage is called a _______________.
8. The person or company who sells supplies or products of any kind is called a ___________.

PERFORMANCE OBJECTIVE 50

Student Self-Check Answers

Ordering, Receiving and Storing

Correct responses:

1. Inventory
2. Packing slip
3. Invoice
4. Shipping order
5. Requisition
6. Purchase order
8. Damage claim
8. Vendor

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 51

TASK: Maintain children's records reflecting attendance, development and transportation.

STANDARD OF PERFORMANCE OF TASK:

The attendance records must be maintained accurately for a minimum of one week.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A group of children and an attendance record.

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify procedures for maintaining attendance records.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** pp. 303-08.

TEACHING ACTIVITIES:

1. Discuss the need for basic record-keeping procedures at child-care centers.
2. Discuss and stress the need for accuracy in maintaining record.
3. Invite a local child-care center manager to the class to discuss possible problems resulting from errors in record-keeping.
4. Discuss procedures of "Keeping Attendance Records" with enclosed "Sample Attendance Record."

CRITERION-REFERENCED MEASURE:

Practical Application:

Assigned a group of children and given an attendance record form, the student will keep a record of their daily attendance for one week.

PERFORMANCE OBJECTIVE 51 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Determine necessity for keeping attendance records.
2. Set standards for maintaining attendance records.
3. Keep attendance records:
    a. Fill in an "X" in any block when center is not in session.
    b. On days child is present, indicate his presence by showing the time of his arrival and the time of his departure.
    c. On days child is absent, leave block blank until reason for absence is known. Then fill in code showing reason for child's absence.
    d. Fill in total number of hours child attended center for the month.

PERFORMANCE OBJECTIVE 51 (continued)

KEEPING ATTENDANCE RECORDS

Attendance records may be handled in a number of different ways, but it is important that one standard method be selected and used by everyone keeping the record of the child's attendance. This avoids confusion and aids in accuracy.

The following standard is suggested as a method for keeping a child's attendance record.

1. Fill in an "X" in any block when the center is not in session.
2. On the days a child is present, indicate his/her presence by showing the time of arrival and the time of departure.
3. On days the child is absent, leave the block blank until the reason for absence is known. Then fill in the code showing the reason for the child's absence.
4. Fill in the total number of hours the child attended the center for the month.

PERFORMANCE OBJECTIVE 51 (continued)

SAMPLE ATTENDANCE RECORD (P. O. 51)

MONTH____________________

NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

NAME	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOT

Draw two diagonal lines across block when center is not in session. Example☒
For hourly attendance enter arrival time in top portion of block and leaving time in lower portion of block. Example

Code reason for absence as follows

1. Illness of child	4. Weather conditions
2. Illness of parent(s)	5. No transportation
3. Vacation of family	6. Other

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 52

TASK: Maintain children's records reflecting attendance, development and transportation.

STANDARD OF PERFORMANCE OF TASK:

Developmental evaluation forms are to be completed on each of four children to include up-to-date evaluations for a minimum of two weeks.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

Four children and copies of developmental evaluation forms

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, pp. 135-36.

TEACHING ACTIVITIES:

1. Discuss the need for development records on each child.
2. Using "Sample Developmental Evaluation" forms attached, discuss information needed for completion of records.
3. Describe and discuss standards need in keeping records.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given developmental evaluation forms and four children, the student will complete a developmental evaluation of each child and keep the evaluations up-to-date for two weeks.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using standards set by the instructor.

PERFORMANCE OBJECTIVE 52 (continued)

PERFORMANCE GUIDE:

1. Set standards for maintaining developmental records.
2. Determine necessity for keeping developmental records.
3. Maintain records of the children's motor, cognitive, language, personal, and social development for two weeks:
    a. Using the charts as guides, lead the children to attempt activities suitable for their age and stage of development.
    b. Set up situations or ask questions to determine stages of development.
    c. Make a game of each activity.
    d. Do not indicate to the children that they are being tested or compared to others.
    e. Record date child is able to complete activity.

SAMPLE DEVELOPMENTAL EVALUATION (P. O. 52)

CHILD'S NAME______________________________

MOTOR AREA

AGE	BEHAVIOR	DATE ACHIEVED	COMMENTS
2-3 YRS.	1. Stands on each foot momentarily. 2. Catches a tossed ball with arms extended forward and throws without losing balance. 3. Gallops (lopes with one foot leading). 4. Copies O and imitates +. 5. Little Differentiation of parts when asked to draw a man. 6. Makes a nine-block tower and imitates a three block bridge. 7. Makes several cutting strokes in a row, but not necessarily on a line.		
3-4 YRS.	1. Stands on each foot 4-8 secs. (R__ L__) 2. Throws ball accurately, can bounce and catch ball with both hands. 3. Skips on one foot (alternate foot taking walking step). 4. Copies + and □. 5. Draws a recognizable man with four to six parts, e.g. head, eyes, legs, feet. 6. Copies three-block bridge from model. Imitates a five-block gate. 7. Cuts along an already drawn straight line with scissors.		
4-5 YRS.	1. Stands on each foot more than 8 secs. (R__ L__) 2. Bounces ball (dribbles) at least three times with each hand. (R__ L__) 3. Skips on alternate feet. Hops on one foot 10-12 feet. 4. Copies Δ and ⊠. 5. Draws a recognizable man with eight to ten parts, e.g. mouth, nose, eyes, body, arms, legs, feet, head. 6. Copies a five-block gate from model. Builds two steps after model is removed. 7. Cuts out simple objects, as a O and a □.		
5-6 YRS.	1. With eyes closed, balances on each foot alternately, making a smooth transition. 2. Bounces ball (dribbles) 10 times with each hand. (R__ L__). 3. Hops on one foot 50 feet in 9 secs. 4. Copies †. 5. Draws a recognizable man with 10 to 14 parts including neck, hands at ends of arms, two-dimensional legs, and overall figure about four times as long as wide. 6. Builds three steps after model is removed. 7. Cuts out pictures neatly, following straight lines, angles, and curves.		

COGNITIVE AREA (P.O. 52)

AGE	BEHAVIOR	DATE ACHIEVED	COMMENTS
2-3 YRS.	1. Much use of the word "time" alone or in combination, e.g. bedtime, time for juice, next time. Distinguishes between night and day. 2. Uses "remember" and "yesterday" in conversation. 3. Can compare textures as: hard-soft, rough-smooth, e.g. "Which ball is hard? soft? Which paper is rough? smooth? 4. Identifies by pointing to at least one color. Matches three colors. 5. May identify some capital letters. May select a letter by form as circular or angular.		
3-4 YRS.	1. Reasonably clear understanding of when events of the day take place. 2. Remembers major events as trips, parties, etc. 3. Knows at least two opposite analogies as: "Brother is a boy, sister is a ______." "In daytime it is light, at night it is ______." "Father is a man, mother is a ______." 4. Matches all primary colors. Identifies two or three colors by name. 5. Identifies at least six capital letters. Some may associate a given letter with the beginning letter of a familiar name.		
4-5 YRS.	1. Can name days of week in order. Knows what day of the week it is. 2. Knows how old he will be on next birthday. 3. Can make at least three opposite analogies as: The elephant is big, the mouse is ______; ice is cold, fire is ______; a snail is slow, a rabbit is ______; the sun shines during the day, the moon at ______." 4. Identifies by name all primary and secondary colors. 5. Recognizes own first name. Identifies several words as: stop, go, hot, cold and words on cereal boxes.		
5-6 YRS.	1. Differentiates between morning and afternoon on three questions as: "When does afternoon start?" 2. Can answer questions about clock time as: "What time do you go to bed?" 3. Can give at least two ways objects are alike and two ways they are different, e.g. pencil and crayon. 4. Identifies by name primary and secondary colors plus pink, brown, black, and gray. 5. Recognizes own complete name, words and phrases, and perhaps sentences. Finds words related to pictures. Matches words.		

LANGUAGE AREA (P.O. 52)

AGE	BEHAVIOR	DATE ACHIEVED	COMMENTS
2-3 YRS.	1 Responds to single commands as: "Give me the ball." "Move the chair." 2 Can point to own tongue, neck, arm, knee, and thumb. 3 Gives full name, sex, and age. 4 Repeats three digits one of three trials (given about one per sec.). 5 Counts to 5 by rote. 3 5 6. Speech may be difficult to understand but is usually understood by family and outsiders.		
3-4 YRS.	1. Follows in sequence a two-stage commission (unrelated items) as: "Put the block in the cup and give me the spoon." 2. Can point to own finger, back, elbow, shoulder, and eyebrows. 3. Gives street lives on and own city (plus items named at 3). 4. Repeats three digits two or three trials (given about one per sec.). 5. Counts to 10 by rote 5 8 10 6. Speech quite understandable, though some articulation errors may remain.		
4-5 YRS.	1. Follows in sequence a three-stage commission (unrelated items) as: "Pat the table, open the door, clap your hands." 2. Can point to eight to ten body parts: hand, heel, little finger, chin, and palm. 3. Gives names and ages of siblings (plus items named at 3 and 4). 4. Repeats four digits one of three trials (given about one per sec.). 5. Counts to 13 by rote. 10 11 13 6. Speech is fully understandable.		
5-6 YRS.	1. Follows in sequence a four-stage commission (unrelated items) as: "Give me the ball, move your chair, turn over the cup, touch the blackboard." 2. Can point to parts of own body as indicated by right and left. Points to or moves toward these directions when named. 3. Gives own birthday month (plus items named at 3, 4, and 5). 4. Repeats four digits two or three trials (given about one per sec.). 5. Counts to 30 or more by rote. 13 22 30 6. May still have confusions of th (as in mother), s (as in television), g (as in fudge), and z.		

PERSONAL AND SOCIAL AREA (P.O. 52)

AGE	BEHAVIOR	DATE ACHIEVED	COMMENTS
2-3 YRS.	1. Dressing: puts on shoes (may be on wrong feet). Unbuttons front and side buttons. 2. Beginning of dramatization and imagination. Interest in combining play materials as: blocks, cars, making roads, etc. 3. Avoids simple hazards. 4. Emerging interest in playing with other children rather than alone. Play groups of two or three, often changing. 5. Will put away toys with some supervision. Makes some effort to keep his surroundings tidy.		
3-4 YRS.	1. Dresses and undresses with supervision. Distinguishes front and back of clothes. 2. Increase in constructive use of materials. Strongly favors dramatic play and dressing up. 3. Goes on errands outside home (no crossing streets). 4. Is alternately aggressive and cooperative with other children. Prefers group of two or three. More strength in friendship for particular children. 5. Puts toys back in containers, but not necessarily in correct storage space.		
4-5 YRS.	1. Dresses and undresses with no assistance except for tying shoes. Laces shoes. 2. Domestic and dramatic play often carried over from day to day. Plays complicated games as: Farmer in the Dell, London Bridge. 3. Plays in groups of two to five. Friendship becoming stronger. Chooses own friends. Cooperates with companions. 4. After pay activities, restores order (with little help) to self and activity scene.		
5-6 YRS.	1. Dresses and undresses alone, including typing shoes. 2. Much interest in wheel toys, swings, jumping rope, ball playing. Enjoys socially organized games as musical chairs. May have outgrown domestic and dramatic play. 3. Crosses streets safely. Goes to school unattended. 4. Plays well alone but generally wants to pay with other children. Outdoor play better sustained than indoor. Sex lines not sharply drawn. 5. Observes care in use of materials, refrains from damaging or misusing objects or supplies.		

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 53

TASK: Maintain children's records reflecting attendance, development, and transportation.

STANDARD OF PERFORMANCE OF TASK:

The transportation records must be written and kept up-to-date for a minimum of one week.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A group of children
A transportation record form for the group of assigned children

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Organize activities and materials
3. Identify procedures needed to maintain center records.

RESOURCES:

1. Draper and Polk. **Caring for Children,** Teacher's Resource Guide, pp. 303-08.

TEACHING ACTIVITIES:

1. Invite a child-care center director to the class, to discuss and explain their form of transportation record keeping.
2. Assign students to groups of three or four. As a group, they are to research traffic codes, safety regulations, insurance and licensing requirements for child-care centers.

CRITERION-REFERENCED MEASURE:

Practical Application:

Assigned a group of children and a transportation record form, the student will complete the transportation records for the children and maintain the forms for one week.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using standards set by the instructor.

PERFORMANCE OBJECTIVE 53 (continued)

PERFORMANCE GUIDE:

1. Record the name of each child.
2. Record the mode of transportation.
3. Record the name and day assigned for each driver in a car pool.
4. Determine the most convenient place and post the transportation records.
5. Record pick-up point.
6. Record name, address and phone number of authorized transporter.
7. Record address of child's destination, the name of the person receiving the child and the phone number of his destination.

TRANSPORTATION RECORD (P. O. 53)

CHILD'S NAME	MODE*	AUTHORIZED TRANSPORTER/ CARL POOL			PICKUP POINT	CHILD'S DESTINATION	
		NAME & ADDRESS	PHONE NUMBER	DAY		NAME & ADDRESS	PHONE NUMBER

*MODE
1. Center Vehicle
2. Own Transportation
3. Other

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 54

TASK: Prepare reports.

STANDARD OF PERFORMANCE OF TASK:

Written reports on specific day-care center activities are to be prepared.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

An assignment to prepare a written report on a specific day-care center activity

ENABLING OBJECTIVES:

1. Communicate in oral and written forms
2. Identify report forms for day care activities.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, pp. 306-07.

TEACHING ACTIVITIES:

1. Describe and discuss reports and their uses in child-care centers.
2. Discuss the place of formal and informal reports in children's records.
3. Invite a child-care center director to the class to discuss the types of reports that are normally produced.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a need to prepare a written report on a specific day-care center activity the student will prepare the report as instructed.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor using standards set by the instructor.

PERFORMANCE OBJECTIVE 54 (continued)

PERFORMANCE GUIDE:

1. Determine activities or tasks on which a report needs to be made such as the following:
   a. A running progress report.
   b. A list of strengths and weaknesses of each child.
   c. Written reports following any unusual activity other than those on ordinary daily schedule.
   d. A summary of weekly activities.
   e. A written report of any money collected.
2. Determine how to obtain the necessary information for preparing the report.
3. Gather all the necessary records and information.
4. Write the report.
5. Recheck report with records for accuracy.

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 55

TASK: Perform receptionist duties.

STANDARD OF PERFORMANCE OF TASK:

Receptionist duties must be performed according to the instructor's checklist with all the applicable items rated acceptable.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

The assignment of serving as a receptionist at a day-care center.

ENABLING OBJECTIVES:

1. Communicate in oral and written forms.
2. Identify duties of receptionist.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills**, pp. 303-09.

TEACHING ACTIVITIES:

1. Discuss and describe proper telephone etiquette for receptionists.
2. Describe the needed procedures in taking messages.
3. Describe and discuss various greeting procedures that are expected of receptionists.
4. Invite a receptionist from a local office to the class to describe and discuss the duties of her job.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a day-care center situation, the student will serve as a receptionist for one-day.

Method of Evaluating Practical Application:

Using the checklist, the instructor will observe the student's work. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 55

CHECKLIST: PERFORMING RECEPTIONIST DUTIES

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Answered telephone using techniques which were determined acceptable.	________	________
2.	Practiced etiquette when greeting guest.	________	________
3.	Showed concern and interest in guest.	________	________
4.	Gave assistance to guests when needed.	________	________
5.	Received messages correctly.	________	________
6.	Delivered messages accurately.	________	________
7.	Greeted children upon arrival by using their name.	________	________
8.	Guided children in storing their belongings.	________	________
9.	Guided children to hang coats in assigned places.	________	________
10.	Encouraged independence in removing outer garments.	________	________
11.	Introduced a new child to the center.	________	________

Student's Name ______________________________

Evaluator's Signature ______________________________ **Date** ________________

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 56

TASK: Inventory equipment and supplies.

STANDARD OF PERFORMANCE OF TASK:

The supplies and equipment of one room of a day-care center should be inventoried and accounted for on a written checklist. Standards will be set by instructor.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

An inventory checklist, the equipment and supplies presently on hand in one room of a day-care center.

ENABLING OBJECTIVES:

1. Communicate in oral and written forms.
2. Identify procedures used in taking inventory.

RESOURCES:

1. Conger and Rose. **Child Care Aide Skills,** pp. 121-123.

TEACHING ACTIVITIES:

1. Describe and discuss the importance of inventory procedures.
2. Discuss ways in which supplies are monitored so as to avoid shortages.
3. Discuss and describe how to use attached "Sample Inventory for Equipment and Supplies" form.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given an inventory checklist and assigned to a room in a day-care center, the student will inventory all the equipment and supplies presently on hand in the assigned room.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the inventory. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 56

CHECKLIST: INVENTORY EQUIPMENT AND SUPPLIES

	ACTIVITY	RATING Acceptable	 Unacceptable
1.	Listed items to be counted in assigned area.	______	______
2.	Counted number of items.	______	______
3.	Recorded count.	______	______

Student's Name ______________________________

Evaluator's Signature ______________________________ Date ______________________

SAMPLE INVENTORY FOR EQUIPMENT AND SUPPLIES
(P. O. 56)

	NUMBER ON HAND		NUMBER ON HAND
A. HOUSKEEPING AREA		G. NATURE STUDY AND SCIENCE AREA	
1.		1.	
2.		2.	
3		H. REST AREA	
B DOLL AREA		1.	
1.		2.	
2.		3.	
3..		4.	
C. MUSIC AREA		I. OPEN TOY SHELVES	
1.		1.	
2.		2.	
3.		3.	
D. ART AREA		4.	
1.		5.	
2.		6.	
3.		J. MISCELLANEOUS	
E. BLOCK AREA		1.	
1.		2.	
2.		3.	
3.		4.	
F BOOK AREA		5.	
1		6.	
2.		7	
3.		8.	

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE 57

TASK: Requisition equipment and supplies.

STANDARD OF PERFORMANCE OF TASK:

Equipment and supplies needed for one room of a day-care center should be requisitioned on an appropriate form.

SOURCE OF STANDARD:

Kentucky Writing Team - Content Specialist.

CONDITIONS FOR PERFORMANCE OF TASK:

A requisition form and a completed inventory checklist of equipment and supplies needed for one room in a day-care center.

ENABLING OBJECTIVES:

1. Identify methods used in purchasing day care equipment.
2. Organize activities and materials.
3. Identify functions of requisition forms.

RESOURCES:

1. Draper and Polk. **Caring for Children - Teacher's Resource Guide,** pp. 323-27.

TEACHING ACTIVITIES:

1. Describe and discuss the various procedures used in ordering supplies and equipment.
2. Describe the need for purchase orders and how they are used.
3. Describe the use of a petty cash fund and its maintenance.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a requisition form and a completed inventory checklist of supplies and equipment needed for one room in a day-care center, the student will requisition all the equipment and supplies needed, as indicated by the inventory.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's plans. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 57

CHECKLIST: REQUISITION EQUIPMENT AND SUPPLIES

ACTIVITY		RATING Acceptable	 Unacceptable
1.	Determined the supplies and equipment to purchase.	________	________
2.	Completed the requisition form with necessary information.	________	________

Student's Name ________________________

Evaluator's Signature ________________________ **Date** ________________

APPENDICES

APPENDIX A

SAMPLE CASE SITUATIONS

APPENDIX A

SAMPLE CASE SITUATIONS

1. Ten 3-and 4-year old children and one adult in a day-care center. The equipment and toys are minimal and during free play there is a constant need for redirecting some child's attention to some toy or equipment not being used by others.

2. Eight 2-and 3-year-old children with one adult in one room of a day-care center which serves as a place to play, eat and rest.

3. Twelve 4-and 5-year-old children with one adult, a large attractive all- purpose room, dining facilities and outdoor play area available.

4. Fifteen 3-year old children with two teachers. Twelve of the children seem happy and are active. Three of the children, however, are very immature and need much individual attention.

5. Sixteen 2-year-old children with two adults in one room of adequate size. Washable toys, durable books, stacking toys, kiddie cars, rocking and pulling toys are available.

6. There are ten 5-year olds in a kindergarten. There are four boys and six girls. Two girls and one boy are slow learners. One boy is hyperactive. This center operates for 3 hours (1/2 day) for nine months. The equipment is adequate. All of these children are from families of average economic backgrounds. Two adults are in charge.

7. There are twelve 3-4 year olds in one room of a day-care center operating for 12 hours (from 6 in the morning until 6 in the evening) daily for six days a week. The equipment is minimal. There are nine boys and three girls. Two boys are slow learners and one girl is hyperactive. The two slow learners are from low-income families. One adult and two aides are in charge.

8. There are twelve 3-4-5-year olds in a poorly equipped day-care center operating for ten hours a day. Of this group there are four 3-year-old girls, two 3-year-old boys, two 4-year-old girls, and four 5-year-old boys. All of the children are of average intelligence and are from average economic backgrounds.

9. There are twelve 3-4 year olds in a nursery school operating for three hours (1/2 day) a day. Four of the 3-year olds are boys, two of the 3-year olds are girls, three of the 4-year olds are boys and three are girls. One 4-year -old boy is very shy. He comes from a broken home. All of the children have average intelligence. There are two rooms, one teacher and one aide in charge.

10. There are twenty 5-year olds in a head start program. Eight of the children are girls, twelve are boys. All of the children are from low- income families. Three boys and two girls are slow learners. One teacher and two aides are in charge of this group. There is ample space and equipment in the center.

APPENDIX B

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APPENDIX B

BIBLIOGRAPHY

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APPENDIX C

CROSS-REFERENCE TABLE OF DUTIES, TASKS, AND PERFORMANCE OBJECTIVEC

APPENDIX C

DUTIES AND TASKS

Duty/Task	Performance Objective	Page Number
PLANNING ACTIVITIES OR PROGRAMS		
Plan art activities	V-TECS 1	4
Plan dramatic play activities	V-TECS 2	7
Plan free-choice play activities	V-TECS 3	13
Plan manipulative play such as puzzles and woodblocks	V-TECS 4	17
Plan monthly activities	V-TECS 5	20
Plan weekly activities	V-TECS 6	22
Plan daily activities	V-TECS 7	24
Plan music activities	V-TECS 8	26
Plan nature science activities	V-TECS 9	29
Plan outdoor play activities	V-TECS 10	32
Plan special activities such as field trips, resource persons, holiday celebrations and parties	V-TECS 11	35
Plan food preparation activities	V-TECS 12	38
Plan story time	V-TECS 13	41
Plan for child development equipment and supplies	V-TECS 14	45
PERFORMING CHILD GUIDANCE ACTIVITIES		
Organize and guide art activities	V-TECS 15	50
Organize and guide dramatic play activities	V-TECS 16	54
Organize and guide food preparation activities	V-TECS 17	56
Organize and guide free-choice play activities	V-TECS 18	60
Organize and guide manipulative play activities	V-TECS 19	63
Organize and guide music activities	V-TECS 20	65
Organize and guide nature science activities	V-TECS 21	67
Organize and guide outdoor play activities	V-TECS 22	70
Supervise special activities such as parties, field trips, resource persons, and holiday celebrations	V-TECS 23, 24, 25	73, 75, 77

Duty/Task	Performance Objective	Page Number
PERFORMING CHILD GUIDANCE ACTIVITIES Continued		
Organize and guide story time	V-TECS 26	79
Guide rest period	V-TECS 27	81
Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood or earthquake	V-TECS 28, 29, 30	83, 84, 86
Supervise snack and/or meal activities	V-TECS 31	88
Supervise care of teeth	V-TECS 32	91
Supervise routine bathroom activities	V-TECS 33	93
PERFORMING FOOD SERVICE ACTIVITIES		
Set and clear table	V-TECS 34	97
Inventory and store food and supplies.	V-TECS 35	99
Inventory and store food supplies	V-TECS 36	103
Prepare meals and snacks	V-TECS 37	105
Purchase food	V-TECS 38	108
Serve food	V-TECS 39	110
Wash and store dishes, glassware,silverware and utensils	V-TECS 40	112
PERFORMING HOUSEKEEPING ACTIVITIES		
Supervise the care of pets and plants	V-TECS 41	115
Check toys for safety and repairs	V-TECS 42	118
Prepare laundry for pick-up	V-TECS 43	121
Launder items such as linens, doll clothing and dress-up clothing	V-TECS 44	123
Maintain furnishings, equipment and supplies	V-TECS 45	125
Maintain furnishings and play equipment	V-TECS 46	127
Maintain furnishings, equipment and supplies	V-TECS 47	129
Clean child-care center	V-TECS 48	131

Duty/Task	Performance Objective	Page Number
PERFORMING CLERICAL ACTIVITIES		
Inform parents of a child's emergency or illness, a child's progress, a child's behavior, activities of the center, rules and routines of the center or help available from community agencies	V-TECS 49	134
Maintain furnishings, equipment and supplies	V-TECS 50	136
Maintain children's records reflecting attendance, development and transportation	V-TECS 51, 52, 53	140, 144 150
Prepare reports	V-TECS 54	153
Perform receptionist duties	V-TECS 55	155
Inventory equipment and supplies	V-TECS 56	157
Requisition equipment and supplies	V-TECS 57	160

APPENDIX D

DEFINITION OF TERMS

DEFINITION OF TERMS

A number of terms frequently used in this guide may be unfamiliar to the reader; others may be familiar, but in the context of this handbook have been assigned special meanings.

AFFECTIVE.

Skills which emphasize an attitude, feeling, emotion, or degree of acceptance and rejection.

CATALOG.

A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

CBVE (COMPETENCY-BASED VOCATIONAL EDUCATION).

A methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting each student master the tasks prior to advancing to another.

CHECKPOINT.

A point in the development of the V-TECS product when material must be sent to V-TECS central office for quality review.

CIP (CLASSIFICATION OF INSTRUCTION PROGRAM) CODE.

A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

COGNITIVE.

Skills which emphasize the recall of knowledge and development of intellectual abilities.

COMPETENCY.

The ability (including knowledge, skills, and/or attitudes) to perform a specific task or duty successfully.

CONDITIONS.

Describes the situation for competent task performance, including tools and equipment to be used, and limitations under which the tasks will be performed.

CONSORTIUM.

A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purposes of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

CRITERION-REFERENCED MEASURES.
An evaluative procedure used to determine if a student has mastered a performance objective.

CROSS-REFERENCE TABLE.
A table that identifies the relationship among duties and tasks found in the occupational inventory and the performance objectives in the final catalog. Also noted are percentages of incumbents performing the tasks by D.O.T.

CURRICULUM GUIDE.
An instructional resource developed from a V-TECS catalog to guide CBVE for an occupation.

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.).
A document published by the U.S. Department of Labor, Employment and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DISTRACTOR.
An incorrect response to a multiple-choice or true/false test item.

DOMAIN (OCCUPATIONAL DOMAIN).
A group of job titles that are related on the basis of required skills and knowledge.

D.O.T. CODE.
A nine-digit number used to identify a specific job within a given calendar year.

DUTY.
A cluster of related tasks performed by incumbent workers in an occupational domain.

ENABLING OBJECTIVE.
An objective related to background knowledge or skills that are prerequisite to the mastery of a given task.

FIELD-TEST.
The process of using and refining drafts of V-TECS materials for the purpose of identifying content errors or technical problems.

GUIDE SHEET.
Instructional information including the duty, performance objective, task,. performance of standard, survey of standard, conditions for performance of tasks, enabling objectives,resources, teaching activities, criterion-references measures, and performance guide.

JOB.
A group of tasks performed by a job incumbent.

JOB INCUMBENT.
An individual who is currently employed in an occupation.

OCCUPATIONAL ANALYSIS (Task Analysis).
The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

OCCUPATIONAL INVENTORY(Task Inventory Booklet).
A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

OCCUPATIONAL SURVEY.
The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders for the collection and analysis of information concerning such duties.

O.E./CIP CODE.
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

PERFORMANCE-BASED INSTRUCTION.
Instruction which required the learners demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE CHECKLIST.
A list of performance steps derived from the performance guide to record acceptable or unacceptable performance of each step of a task.

PERFORMANCE GUIDE (PG).
A series of steps required for performance of a task arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE (PO).
A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard of performance.

PSYCHOMOTOR.
Skills which emphasize manipulation of material or tools.

QUALITY REVIEW.
A review of content by V-TECS staff or designated representative to examine quality of content, format, and style of V-TECS product(s).

RESOURCES.
Materials which are used to develop instruction and/or learner-specific objectives.

SOURCE OF STANDARD.
A person or origin from which the information establishing the standard is received.

STANDARD.
The criteria used to determine if a task has been successfully or unsuccessfully performed.

STATE-OF-THE-ART REFERENCE.

Current materials from which information or resources can be found to facilitate instruction.

STATE-OF-THE-ART (SOA) STUDY.

Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

SUBJECT-MATTER EXPERT.

A highly experienced person(job incumbent instructor) who assists in identifying task performance steps, skills, and knowledge necessary to perform the job.

TASK.

A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS.

The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational technical education.

TASK CRITICALITY.

That aspect of a task statement which makes its accomplishment crucial to the acceptable performance of a worker or student.

TASK LIST.

A list of tasks performed by incumbents in a specific occupation domain.

TEACHING ACTIVITIES.

Methods and/or procedures for delivering instructional content to students.

TEST-ITEM BANK.

A collection of criterion-referenced test items coded for input and retrieval by computer or manual methods.

VALIDATION.

The process of assuring that all aspects of an occupational.task analysis identifies the skills, knowledge, and attitudes performed in the occupation.

VERIFICATION.

The procedure of collecting data to substantiate an existing product; for example, task list verification.

V-TECS.

An acronym representing: Vocational-Technical Education Consortium of States; 795 Peachtree Street, N.E., Atlanta, Georgia 30365.

V-TECS CATALOG.

An incumbent-based description of the duties, tasks, performance objectives, performance guides, and related data in a specified occupation.

WORKING CONDITIONS.

The atmospheric and environmental conditions under which a worker performs a specific job.

WRITING TEAM.

A team of people representing instructors with subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

APPENDIX E

DOCUMENTING SOURCES
AND
REFERENCES

DOCUMENTING SOURCES AND REFERENCES

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